



## **CYSD CURRICULUM PILOTS**

**2019 – 2020**

**7-12 ENGLISH LANGUAGE ARTS**

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 7	Grade 7 ELA	Literature Text/ Craft and Structure	Demonstrate understanding of craft and structure in literature.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	E07.A-C.2.1.1 CC.1.3.7.D	Challenges
ELA	Grade 7	Grade 7 ELA	Literature Text/ Craft and Structure	Demonstrate understanding of craft and structure in literature.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	E07.A-C.2.1.2 CC.1.3.7.E	Challenges, Expression
ELA	Grade 7	Grade 7 ELA	Literature Text/ Craft and Structure	Demonstrate understanding of craft and structure in literature.	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	E07.A-C.2.1.3 CC.1.3.7.F	Challenges, Expression
ELA	Grade 7	Grade 7 ELA	Literature Text/ Key Ideas and Details	Demonstrate understanding of key ideas and details in literature.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	E07.A-K.1.1.2 CC.1.3.7.A	Challenges, Expression
ELA	Grade 7	Grade 7 ELA	Literature Text/ Key Ideas and Details	Demonstrate understanding of key ideas and details in literature.	Analyze how particular elements of a story, drama, or poem interact and how the setting shapes the characters or plot.	E07.A-K.1.1.3 CC.1.3.7.C	Challenges, Expression
ELA	Grade 7	Grade 7 ELA	Literature Text/ Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among texts.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	E07.A-C.3.1.1 CC.1.3.7.H	Challenges, Reflections
ELA	Grade 7	Grade 7 ELA	Informational Text/ Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	E07.B-C.2.1.1 CC.1.2.7.D	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the structure an author uses to organize a text, including how major sections and text features (graphics and charts) contribute to the whole and to the development of the ideas.	E07.B-C.2.1.2 CC.1.2.7.E	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Determine the meaning and how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	E07.B-C.2.1.3 CC.1.2.7.F	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	E07.B-C.3.1.1 CC.1.2.7.H	Perspectives
ELA	Grade 7	Grade 7 ELA	Informational Text/ Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	E07.B-C.3.1.2 CC.1.2.7.I	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of a subject (e.g., how the delivery of a speech affects the impact of the words).	CC.1.2.7.G	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	<b>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b>	E07.B-K.1.1.2 CC.1.2.7.A	Discovery
ELA	Grade 7	Grade 7 ELA	Informational Text/ Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	E07.B-K.1.1.3 CC.1.2.7.C	Discovery
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	CC.1.4.7.D	Discovery
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Introduce a topic for the intended audience and preview what is to follow.	E07.C.1.2.1 CC.1.4.7.B	Discovery
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aiding comprehension.</b>	E07.C.1.2.2 CC.1.4.7.C	Writing/Universal Skills
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.C.1.2.3 CC.1.4.7.D	Discovery

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	E07.C.1.2.4 CC.1.4.7.E	Discovery
ELA	Grade 7	Grade 7 ELA	Writing Informative/ Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Provide a concluding section that follows from and supports the information or explanation presented.	E07.C.1.2.6 CC.1.4.7.D	Discovery
ELA	Grade 7	Grade 7 ELA	Writing Arguments/ Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	CC.1.2.7.1	Perspectives
ELA	Grade 7	Grade 7 ELA	Writing Arguments/ Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Organize the claims with clear reasons and relevant evidence.	CC.1.4.7.J	Perspectives
ELA	Grade 7	Grade 7 ELA	Writing Arguments/ Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	CC.1.4.7.J	Perspectives
ELA	Grade 7	Grade 7 ELA	Writing Arguments/ Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E07.C.1.1.2 CC.1.4.7.I	Perspectives
ELA	Grade 7	Grade 7 ELA	Writing Arguments/ Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Provide a concluding section that reinforces the claims and reasons presented.	E07.C.1.1.5 CC.1.4.7.J	Perspectives
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Establish and maintain a formal style when writing arguments, informative/explanatory texts, and text dependent analyses.	E07.C.1.1.4 CC.1.4.7.K E07.C.1.2.5 CC.1.4.7.E E07.E.1.1.5 CC.1.4.7.S	Perspectives, Skills/Writing
ELA	Grade 7	Grade 7 ELA	Literature Text/ Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film).	CC.1.3.7.G	Reflections
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	E07.D.1.2.1 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Spell correctly.	E07.D.1.2.2 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	E07.D.1.2.3 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation to separate items in a series.	E07.D.1.2.4 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Explain the function of phrases and clauses in general and their function in specific sentences.	E07.D.1.1.1 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	E07.D.1.1.2 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E07.D.1.1.3 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in pronoun number and person.	E07.D.1.1.4 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	E07.D.1.1.5 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb tense.	E07.D.1.1.6 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E07.D.1.1.7 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Correctly use frequently confused words (e.g., to, too, two; there, their, they; re).	E07.D.1.1.8 CC.1.4.7.R	Skills/Conventions
ELA	Grade 7	Grade 7 ELA	Language/ Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Ensure subject-verb and pronoun-antecedent agreement.	E07.D.1.1.9 CC.1.4.7.R	Skills/Conventions

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 7	Grade 7 ELA	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.7.T	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	CC.1.4.7.U	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Production and Distribution of Writing	Write for different purposes and audiences and write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) or a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.7.X	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Reading/Text Complexity	Read and comprehend complex texts independently and proficiently.	Read and comprehend literary fiction, literary non-fiction, and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L CC.1.3.7.K	Skills/Reading
ELA	Grade 7	Grade 7 ELA	Reading / Key Ideas and Details	Demonstrate understanding of key ideas and details in literature and informational texts.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E07.A-K.1.1.1 CC.1.3.7.B CC.1.2.7.B	Skills/TDA
ELA	Grade 7	Grade 7 ELA	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focus questions for further research and investigation.	CC.1.4.7.V	Skills/Research
ELA	Grade 7	Grade 7 ELA	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Text Dependent Analysis?) a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	CC.1.4.7.S	Skills/TDA
ELA	Grade 7	Grade 7 ELA	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; ASSESS THE CREDIBILITY AND ACCURACY OF EACH SOURCE; and quote or PARAPHRASE the data and conclusions of others while AVOIDING PLAGIARISM and following a standard format for citation.	CC.1.4.7.W	Skills/Research
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.7.A	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.7.B	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	CC.1.5.7.C	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples, use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.7.D	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.7.E	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	CC.1.5.7.F	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	Speaking and Listening	Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	CC.1.5.7.G	Skills/Speaking and Listening
ELA	Grade 7	Grade 7 ELA	TDA/ Evidence-Based Analysis of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E07.E.1.1.1 CC.1.4.7.S	Skills/TDA

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 7	Grade 7 ELA	TDA/ Evidence-Based Analysis of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).	E07.E.1.1.2 CC.1.4.7.S	Skills/TDA
ELA	Grade 7	Grade 7 ELA	TDA/ Evidence-Based Analysis of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.E.1.1.3 CC.1.4.7.S	Skills/TDA
ELA	Grade 7	Grade 7 ELA	TDA/ Evidence-Based Analysis of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E07.E.1.1.4 CC.1.4.7.S	Skills/TDA
ELA	Grade 7	Grade 7 ELA	TDA/ Evidence-Based Analysis of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Provide a concluding section that follows from and supports the analysis presented.	E07.E.1.1.6 CC.1.4.7.S	Skills/TDA
ELA	Grade 7	Grade 7 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in: informational texts; literature texts;	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.7.J CC.1.3.7.J	Skills/Vocabulary
ELA	Grade 7	Grade 7 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in: informational texts; literature texts;	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.	E07.B-V.4.1.1 CC.1.2.7.K CC.1.3.7.I	Skills/Vocabulary
ELA	Grade 7	Grade 7 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in: informational texts and literature.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	E07.B-V.4.1.2 CC.1.3.7.F CC.1.2.7.F	Skills/Vocabulary
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	E07.C.1.3.1 CC.1.4.7.N	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Organize an event sequence that unfolds naturally and logically to support the writer's purpose.	E07.C.1.3.1A CC.1.4.7.N	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E07.C.1.3.2 CC.1.4.7.O	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	E07.C.1.3.3 CC.1.4.7.P	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E07.C.1.3.4 CC.1.4.7.O	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Writing Narratives/ Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	E07.C.1.3.5 CC.1.4.7.P	Skills/Writing
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E07.D.2.1.1 CC.1.4.7.Q	Skills/Writing, Reflection

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Vary sentence patterns for meaning, reader/listener interest, and style.	E07.D.2.1.2 CC.1.4.7.Q	Skills/Writing, Reflection
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Maintain consistency in voice, style, and tone.	E07.D.2.1.3 CC.1.4.7.Q	Skills/Writing, Reflection
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Choose punctuation for effect.	E07.D.2.1.4 CC.1.4.7.Q	Skills/Writing, Reflection
ELA	Grade 7	Grade 7 ELA	Language/ Knowledge of Language	Use knowledge of language and its conventions.	Choose words and phrases for effect.	E07.D.2.1.5 CC.1.4.7.Q	Skills/Writing, Reflection
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	E08.D.1.1.10 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation to separate items in a series.	E08.D.1.2.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E08.D.1.1.9 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E08.D.2.1.2 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Vary sentence patterns for meaning, reader/listener interest, and style.	E08.D.2.1.3 CC.1.4.8.F CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Maintain consistency in style and tone.	E08.D.2.1.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose punctuation for effect.	E08.D.2.1.5 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose words and phrases for effect.	E08.D.2.1.6 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	E08.A-K.1.1.3 CC.1.3.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	E08.C.1.3.1 CC.1.4.8.N	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	E08.C.1.3.2 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	E08.C.1.3.3 CC.1.4.8.P	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E08.C.1.3.4 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	E08.C.1.3.5 CC.1.4.8.P	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	E08.B.K.1.1.3 CC.1.2.8.C	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Ensure subject-verb and pronoun-antecedent agreement.	E08.D.1.1.11 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in pronoun number and person.	E08.D.1.1.16 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	E08.D.1.1.7 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.E.1.1.3 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Provide a concluding section that follows from and supports the analysis presented.	E08.E.1.1.6	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	E08.B.C.2.1.2 CC.1.2.8.E	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	CC.1.2.8.G	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08.C.1.2.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	CC.1.4.8.U	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.8.W	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.8.F	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	CC.1.5.8.G	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Provide a concluding section that follows from and supports the information or explanation presented.	E08.C.1.1.4 E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.E CC.1.4.8.K	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Introduce a topic for the intended audience and preview what is to follow.	E08.C.1.2.1a CC.1.4.8.B	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E08.C.1.2.1b CC.1.4.8.D	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include graphics and multimedia when useful to aiding comprehension.	E08.C.1.2.2 CC.1.4.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.C.1.2.3 CC.1.4.8.D	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	E08.D.1.1.1 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the active and passive voice.	E08.D.1.1.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	E08.D.1.1.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb voice and mood.	E08.D.1.1.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E08.D.1.1.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb tense.	E08.D.1.1.8 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	E08.B.C.2.1.1 CC.1.2.8.D	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Evaluate the author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	E08.B.C.3.1.1 CC.1.2.8.H	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	E08.B.C.3.1.2 CC.1.2.8.I	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	E08.D.2.1.1 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	E08.A.C.2.1.1 CC.1.3.8.D	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Literature Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	CC.1.3.7.G	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.8.B	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	CC.1.5.8.D	
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	E08.B-V.4.1.2 CC.1.2.8.F E08.A-V.4.1.2 CC.1.3.8.F	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Introduce claim(s) for the intended audience.	E08.C.1.1.1 CC.1.4.8.H	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Support the writer's purpose by logically organizing reasons and evidence.	E08.C.1.1.1 CC.1.4.8.I	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.C.1.1.2 CC.1.4.8.I	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	E08.C.1.1.3 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Provide a concluding section that reinforces the claims and reasons presented.	E08.C.1.1.5 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	E08.D.1.2.1 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.L	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use an ellipsis to indicate an omission.	E08.D.1.2.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	E08.D.1.2.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Literature Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among texts.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	E08.A-C.3.1.1 CC.1.3.8.H	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Spell correctly.	E08.D.1.2.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.L	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Establish and maintain a formal style.	E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.E CC.1.4.8.K	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E08.E.1.1.1 CC.1.4.8.S	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).	E08.E.1.1.2 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E08.E.1.1.4 CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the influence of the words or phrases in a text, including figurative, connotative, and technical meanings, and how they shape meaning and tone.	E08.B-C.2.1.3 CC.1.2.8.F	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	E08.B-K.1.1.2 CC.1.2.8.A	
ELA	Grade 8	Grade 8 ELA	Informational Text/Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in informational texts.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.8.J	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	E08.A-C.2.1.2 CC.1.3.8.E	
ELA	Grade 8	Grade 8 ELA	Informational and Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	E08.A-C.2.1.3 E08. B-C.2.1.3 CC.1.3.8.F CC.1.2.8. F	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	E08.A-K.1.1.2 CC.1.3.8.A	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.8.X	
ELA	Grade 8	Grade 8 ELA	Reading / Key Ideas and Details	Demonstrate understanding of key ideas and details in literature and informational texts.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E08.A-K.1.1.1 CC.1.3.8.B E08.B-K.1.1.1 CC.1.2.8.B	
ELA	Grade 8	Grade 8 ELA	Reading / Text Complexity	Read and comprehend complex texts independently and proficiently	Read and comprehend literary fiction, literary non-fiction, and informational texts on grade level, reading independently and proficiently.	CC.1.3.8.K CC.1.2.8.L	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating a additional related, focused questions that allow for multiple avenues of exploration.	CC.1.4.8.V	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.8.A	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CC.1.5.8.C	
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. (Informational Texts only)	E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.K E08.A-V.4.1.1 CC.1.3.8.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Correctly use frequently confused words (e.g., to, too, two; there, their, they/re).	E08.D.1.1.10 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation to separate items in a series.	E08.D.1.2.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E08.D.1.1.9 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E08.D.2.1.2 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Vary sentence patterns for meaning, reader/listener interest, and style.	E08.D.2.1.3 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Maintain consistency in style and tone.	E08.D.2.1.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose punctuation for effect.	E08.D.2.1.5 CC.1.4.8.F CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose words and phrases for effect.	E08.D.2.1.6 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	E08-A-K.1.1.3 CC.1.3.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	E08.C.1.3.1 CC.1.4.8.N	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	E08.C.1.3.2 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	E08.C.1.3.3 CC.1.4.8.P	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E08.C.1.3.4 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	E08.C.1.3.5 CC.1.4.8.P	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	E08-B-K.1.1.3 CC.1.2.8.C	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Ensure subject-verb and pronoun-antecedent agreement.	E08.D.1.1.11 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in pronoun number and person.	E08.D.1.1.16 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	E08.D.1.1.17 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.E.1.1.3 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Provide a concluding section that follows from and supports the analysis presented.	E08.E.1.1.6	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	E08.B.C.2.1.2 CC.1.2.8.E	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	CC.1.2.8.G	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08.C.1.2.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	CC.1.4.8.W	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.8.F	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	CC.1.5.8.G	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Provide a concluding section that follows from and supports the information or explanation presented.	E08.C.1.1.4 E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.E CC.1.4.8.K	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Introduce a topic for the intended audience and preview what is to follow.	E08.C.1.2.1a CC.1.4.8.B	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E08.C.1.2.1b CC.1.4.8.D	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include graphics and multimedia when useful to aiding comprehension.	E08.C.1.2.2 CC.1.4.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.C.1.2.3 CC.1.4.8.D	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	E08.D.1.1.1 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the active and passive voice.	E08.D.1.1.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	E08.D.1.1.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb voice and mood.	E08.D.1.1.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E08.D.1.1.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb tense.	E08.D.1.1.8 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	E08.B-C.2.1.1 CC.1.2.8.D	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Evaluate the author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	E08.B-C.3.1.1 CC.1.2.8.H	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	E08.B-C.3.1.2 CC.1.2.8.I	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	E08.D.2.1.1 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	E08.A-C.2.1.1 CC.1.3.8.D	
ELA	Grade 8	Grade 8 ELA	Literature Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	CC.1.3.7.G	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>CC.1.5.8.B</b>	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	<b>CC.1.5.8.D</b>	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). Introduce claim(s) for the intended audience.	E08-B-V.4.1.2 CC.1.2.8.F E08-A-V.4.1.2 CC.1.3.8.F	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Support the writer's purpose by logically organizing reasons and evidence.	E08.C.1.1.1 CC.1.4.8.H	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Support the writer's purpose by logically organizing reasons and evidence.	E08.C.1.1.1 CC.1.4.8.I	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.C.1.1.2 CC.1.4.8.I	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	E08.C.1.1.3 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Provide a concluding section that reinforces the claims and reasons presented.	E08.C.1.1.5 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	E08.D.1.2.1 CC.1.4.8.F CC.1.4.8.L	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use an ellipsis to indicate an omission.	E08.D.1.2.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	E08.D.1.2.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Literature Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among texts.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	E08-A-C.3.1.1 CC.1.3.8.H	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Spell correctly.	E08.D.1.2.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Establish and maintain a formal style.	E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.F CC.1.4.8.K	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E08.E.1.1.1 CC.1.4.8.5	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).	E08.E.1.1.2 CC.1.4.8.5	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E08.E.1.1.4 CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the influence of the words or phrases in a text, including figurative, connotative, and technical meanings and how they shape meaning and tone.	E08-B-C.2.1.3 CC.1.2.8.F	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	E08-B-K.1.1.2 CC.1.2.8.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Informational Text/Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in informational texts.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.8.J	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	E08-A-C.2.1.2 CC.1.3.8.E	
ELA	Grade 8	Grade 8 ELA	Informational and Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	E08-A-C.2.1.3 E08-B-C.2.1.3 CC.1.3.8.F CC.1.2.8.F	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	E08-A-K.1.1.2 CC.1.3.8.A	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.8.X	
ELA	Grade 8	Grade 8 ELA	Reading / Key Ideas and Details	Demonstrate understanding of key ideas and details in literature and informational texts.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E08-A-K.1.1.1 CC.1.3.8.B E08-B-K.1.1.1 CC.1.2.8.B	
ELA	Grade 8	Grade 8 ELA	Reading / Text Complexity	Read and comprehend complex texts independently and proficiently	Read and comprehend literary fiction, literary non-fiction, and informational texts on grade level, reading independently and proficiently.	CC.1.3.8.K CC.1.2.8.L	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.1.4.8.V	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.8.A	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CC.1.5.8.C	
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. (Informational Texts only)	E08-B-V.4.1.1 CC.1.2.8.F CC.1.2.8.K E08-A-V.4.1.1 CC.1.3.8.I	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	E08-D.1.1.1.10 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation to separate items in a series.	E08-D.1.2.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E08-D.1.1.9 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E08.D.2.1.2 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Vary sentence patterns for meaning, reader/listener interest, and style.	E08.D.2.1.3 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Maintain consistency in style and tone.	E08.D.2.1.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose punctuation for effect.	E08.D.2.1.5 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Choose words and phrases for effect.	E08.D.2.1.6 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	E08.A-K.1.1.3 CC.1.3.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	E08.C.1.3.1 CC.1.4.8.N	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	E08.C.1.3.2 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	E08.C.1.3.3 CC.1.4.8.P	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E08.C.1.3.4 CC.1.4.8.O	
ELA	Grade 8	Grade 8 ELA	Writing Narrative/Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	E08.C.1.3.5 CC.1.4.8.P	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	E08.B-K.1.1.3 CC.1.2.8.C	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Ensure subject-verb and pronoun-antecedent agreement.	E08.D.1.1.11 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in pronoun number and person.	E08.D.1.1.6 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	E08.D.1.1.7 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.E.1.1.3 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Provide a concluding section that follows from and supports the analysis presented.	E08.E.1.1.6	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	E08.B.C.2.1.2 CC.1.2.8.E	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	CC.1.2.8.G	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08.C.1.2.4 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	CC.1.4.8.U	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.8.W	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.8.F	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	CC.1.5.8.G	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Provide a concluding section that follows from and supports the information or explanation presented.	E08.C.1.1.4 E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.E CC.1.4.8.K	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Introduce a topic for the intended audience and preview what is to follow.	E08.C.1.2.1a CC.1.4.8.B	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E08.C.1.2.1b CC.1.4.8.D	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include graphics and multimedia when useful to aiding comprehension.	E08.C.1.2.2 CC.1.4.8.C	
ELA	Grade 8	Grade 8 ELA	Writing Informative/Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.C.1.2.3 CC.1.4.8.D	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	E08.D.1.1.1 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the active and passive voice.	E08.D.1.1.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	E08.D.1.1.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb voice and mood.	E08.D.1.1.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E08.D.1.1.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage.	Recognize and correct inappropriate shifts in verb tense.	E08.D.1.1.8 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	E08.B-C.2.1.1 CC.1.2.8.D	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Evaluate the author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	E08.B-C.3.1.1 CC.1.2.8.H	
ELA	Grade 8	Grade 8 ELA	Informational Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among informational texts.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	E08.B-C.3.1.2 CC.1.2.8.I	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Use knowledge of language and its conventions.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	E08.D.2.1.1 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	E08-A-C.2.1.1 CC.1.3.8.D	
ELA	Grade 8	Grade 8 ELA	Literature Text/Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and mediums, including visually and quantitatively, as well as in words.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	CC.1.3.7.G	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>CC.1.5.8.B</b>	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	<b>CC.1.5.8.D</b>	
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	E08.B-V.4.1.2 CC.1.2.8.F E08-A-V.4.1.2 CC.1.3.8.F	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Introduce claim(s) for the intended audience.	E08.C.1.1.1 CC.1.4.8.H	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Support the writer's purpose by logically organizing reasons and evidence.	E08.C.1.1.1 CC.1.4.8.I	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.C.1.1.2 CC.1.4.8.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	E08.C.1.1.3 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Writing Arguments/Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	Provide a concluding section that reinforces the claims and reason's presented.	E08.C.1.1.5 CC.1.4.8.J	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	E08.D.1.2.1 CC.1.4.8.F CC.1.4.8.L	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use an ellipsis to indicate an omission.	E08.D.1.2.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	E08.D.1.2.4 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Literature: Text/Integration of Knowledge and Ideas	Demonstrate understanding of connections within, between, and/or among texts.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Spell correctly.	E08.A-C.3.1.1 CC.1.3.8.H	
ELA	Grade 8	Grade 8 ELA	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.		E08.D.1.2.3 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
ELA	Grade 8	Grade 8 ELA	Knowledge of Language	Write with an awareness of the stylistic aspects of composition.	Establish and maintain a formal style.	E08.C.1.2.5 E08.E.1.1.5 CC.1.4.8.E CC.1.4.8.K	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E08.E.1.1.1 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).	E08.E.1.1.2 CC.1.4.8.S	
ELA	Grade 8	Grade 8 ELA	Evidence-Based Knowledge of Text	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E08.E.1.1.4 CC.1.4.8.Q	
ELA	Grade 8	Grade 8 ELA	Informational Text/Craft and Structure	Demonstrate understanding of craft and structure in informational texts.	Analyze the influence of the words or phrases in a text, including figurative, connotative, and technical meanings, and how they shape meaning and tone.	E08.B-C.2.1.3 CC.1.2.8.F	
ELA	Grade 8	Grade 8 ELA	Informational Text/Key Ideas and Details	Demonstrate understanding of key ideas and details in informational texts.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	E08.B-K.1.2 CC.1.2.8.A	
ELA	Grade 8	Grade 8 ELA	Informational Text/Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in informational texts.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.8.J	
ELA	Grade 8	Grade 8 ELA	Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	E08.A-C.2.1.2 CC.1.3.8.E	
ELA	Grade 8	Grade 8 ELA	Informational and Literature Text/Craft and Structure	Demonstrate understanding of craft and structure in literature.	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings; in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	E08.A-C.2.1.3 E08.B-C.2.1.3 CC.1.3.8.F CC.1.2.8.F	
ELA	Grade 8	Grade 8 ELA	Literature Text/Key Ideas and Details	Demonstrate Understanding of key ideas and details in literature	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	E08.A-K.1.2 CC.1.3.8.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write for different purposes and audiences. Student write clear and focused text to convey a well-defined perspective and appropriate content.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	
ELA	Grade 8	Grade 8 ELA	Production and Distribution of Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.8.X	
ELA	Grade 8	Grade 8 ELA	Reading / Key Ideas and Details	Demonstrate understanding of key ideas and details in literature and informational texts.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E08.A-K.1.1.1 CC.1.3.8.B E08.B-K.1.1.1 CC.1.2.8.B	
ELA	Grade 8	Grade 8 ELA	Reading / Text Complexity	Read and comprehend complex texts independently and proficiently	Read and comprehend literary fiction, literary non-fiction, and informational texts on grade level, reading independently and proficiently.	CC.1.3.8.K CC.1.2.8.L	
ELA	Grade 8	Grade 8 ELA	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating a additional related, focused questions that allow for multiple avenues of exploration.	CC.1.4.8.V	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.8.A	
ELA	Grade 8	Grade 8 ELA	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CC.1.5.8.C	
ELA	Grade 8	Grade 8 ELA	Vocabulary Acquisition and Use	Demonstrate understanding of vocabulary and figurative language in literature and informational texts.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. (Informational Texts only)	E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.K E08.A-V.4.1.1 CC.1.3.8.I	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Identify the characteristics and use of picture books.	CYLACYAL.1.1.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Define the genre of realistic fiction and its common themes.	CYLACYAL.1.1.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Define the genre of fantasy and explain its use.	CYLACYAL.1.1.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Define the genre of informational books (nonfiction) and explain its use.	CYLACYAL.1.1.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Define the genre of historical fiction and explain its use.	CYLACYAL.1.1.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Genres	Identify characteristics of children's poetry including rhythm, rhyme, and repetition.	CYLACYAL.1.1.06	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Illustration	Identify various artistic mediums used for illustrations.	CYLACYAL.1.2.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Illustration	Analyze the use of color, line, and perspective and the mood they create.	CYLACYAL.1.2.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Illustration	Analyze and evaluate the effect of illustrations in a given text.	CYLACYAL.1.2.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Folklore	Recognize and explain the characteristics of the folklore.	CYLACYAL.1.3.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Folklore	Recognize and explain the characteristics of the fairy tale.	CYLACYAL.1.3.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Folklore	Recognize and explain the characteristics of myths and legends.	CYLACYAL.1.3.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Components of Children's Literature	Folklore	Recognize and explain the characteristics of the fable.	CYLACYAL.1.3.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Folklore	Recognize and explain the characteristics of the tall tale.	CYLACYAL.1.3.05	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Social Development	Identify the role of children's literature in the development of empathy.	CYLACYAL.2.1.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Social Development	Identify the role of children's literature in the development of character, including dealing with challenges, social interaction, and decision-making.	CYLACYAL.2.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Social Development	Identify the use of children's literature as a tool to help children define and understand their emotions.	CYLACYAL.2.1.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Identify texts that may be used to develop language skills, including vocabulary.	CYLACYAL.2.2.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Identify texts that may be used to develop comparison/contrast skills.	CYLACYAL.2.2.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Identify texts that may be used to develop predicting skills.	CYLACYAL.2.2.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Identify the role of children's literature in the development of the imagination.	CYLACYAL.2.2.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Examine the relationship between (being read to) and success in reading.	CYLACYAL.2.2.05	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Identify the Role of Literature in Child Development	Children's Literature and Cognitive Development	Assess the role of the parent/school in a child's reading development.	CYLACYAL.2.2.06	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Purpose and Use of the Work	Discern the intended audience, including age range.	CYLACYAL.3.1.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Purpose and Use of the Work	Discern the genre of the text.	CYLACYAL.3.1.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Purpose and Use of the Work	Discern the purpose of the text: to provide information, to teach morals, to excite the imagination.	CYLACYAL.3.1.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Effectiveness of the Work	Evaluate the extent to which the text fulfills its purpose.	CYLACYAL.3.2.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Effectiveness of the Work	Evaluate the text's personal/universal appeal to children.	CYLACYAL.3.2.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Effectiveness of the Work	Identify common themes in children's stories.	CYLACYAL.3.2.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Effectiveness of the Work	Examine the use of repetition in children's stories.	CYLACYAL.3.2.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Determining the Effectiveness of the Work	Examine the text's integrity by searching for bias and/or use of stereotypes.	CYLACYAL.3.2.05	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Award-Winning Literature	Identify categories of awards in children's literature, including the Newbery Award, the Caldecott Award, the Coretta Scott King Award, and the Scott O' Dell Award.	CYLACYAL.3.3.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Evaluate Children's Literature	Award-Winning Literature	Read and examine the merits of award-winning literature.	CYLACYAL.3.3.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Creating Literature for Children	Synthesize qualities of children's literature to create an original story.	CYLACYAL.4.1.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Creating Literature for Children	Identify and utilize plot elements including conflict, climax, and resolution.	CYLACYAL.4.1.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Creating Literature for Children	Identify intended audience.	CYLACYAL.4.1.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Creating Literature for Children	Establish tone/mood through word choice and illustration.	CYLACYAL.4.1.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Creating Literature for Children	Experiment with various forms of illustration.	CYLACYAL.4.1.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Select texts developmentally appropriate for a given age range.	CYLACYAL.4.2.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Use vocal inflection for effect when reading aloud.	CYLACYAL.4.2.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Use gestures to enhance audience enjoyment.	CYLACYAL.4.2.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	While presenting, create distinct character representations both vocally and physically.	CYLACYAL.4.2.04	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Engage audience through the use of questioning techniques before, during, and after reading.	CYLACYAL.4.2.05	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Maintain audience attention/focus.	CYLACYAL.4.2.06	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Presenting Children's Literature	Assess audience reaction/feedback.	CYLACYAL.4.2.07	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Censorship	Define censorship.	CYLACYAL.4.3.01	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Censorship	Identify reasons why censorship occurs.	CYLACYAL.4.3.02	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Censorship	Identify appropriate strategies to avoid negative feedback regarding reading choices and apply them to selected texts.	CYLACYAL.4.3.03	
ELA	HS	Writing for Publication: From Children's to Adult Literature	Students Will Create and Present Children's Literature	Censorship	Create a personal stance regarding the issue of censorship.	CYLACYAL.4.3.04	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.9-10.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CCSS.ELA-LITERACY.SL.9-10.2	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.9-10.B	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.9-10.D	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.E	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.9-10.F	
ELA	HS	English I	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	CC.1.5.9-10.G	
ELA	HS	English I	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.T	
ELA	HS	English I	Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.9-10.U	
ELA	HS	English I	Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CC.1.4.9-10.X	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text	L.F.1.1.1	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	CC.1.3.9-10.B	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively develop characters, advance the plot, or develop the theme.	L.F.1.1.2	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify and/or apply a synonym or antonym of a word used in a text.	CC.1.3.9-10.A	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.F.1.2.1	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words	CC.1.3.9-10.I	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Draw conclusions about connotations of words.	L.F.1.2.2	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs	CC.1.3.9-10.J	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a fictional text, in part or as a whole.	L.F.1.3.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	CC.1.3.9-10.A	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	CC.1.3.9-10.B	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.F.2.2.1 CC.1.3.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.F.2.2.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.F.2.2.3 CC.1.3.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	L.F.2.2.4 CC.1.3.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul>	L.F.2.3.1 CC.1.3.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	L.F.2.3.2 CC.1.3.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	L.F.2.3.3 CC.1.3.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>	L.F.2.3.4 CC.1.3.9-10.A CC.1.3.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	L.F.2.3.5 CC.1.3.9-10.F	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	L.F.2.3.6 CC.1.3.9-10.D	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to interpret and analyze the universal significance of literary fiction	Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	L.F.2.4.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	L.F.2.5.1 CC.1.3.9-10.F	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify, explain, and analyze the structure of poems and sound devices.	L.F.2.5.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	L.F.2.5.3	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text.	L.N.1.1.1	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	L.N.1.1.2	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	L.N.1.1.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain how an author's use of key words or phrases in text informs and influences the reader.	L.N.1.1.4 CC.1.2.9-10.F	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Identify and/or apply a synonym or antonym of a word used in a text.	L.N.1.2.1 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.N.1.2.2 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	L.N.1.2.3 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Draw conclusions about connotations of words.	L.N.1.2.4 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	L.N.1.3.1 CC.1.2.9-10.A CC.1.2.9-10.B	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a nonfictional text. in part or as a whole.	L.N.1.3.2 CC.1.2.9-10.A	
ELA	HS	English I	Reading for Meaning— Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	L.N.1.3.3 CC.1.2.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	L.N.2.1.1 CC.1.2.9-10.B	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	L.N.2.1.2 CC.1.2.9-10.B	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.N.2.2.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.N.2.2.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.N.2.2.3 CC.1.2.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul>	L.N.2.3.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> <li>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	L.N.2.3.2	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	L.N.2.3.3 CC.1.2.9-10.A CC.1.2.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>	L.N.2.3.4	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	L.N.2.3.5	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	L.N.2.3.6 CC.1.2.9-10.D	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Identify, analyze, and evaluate the structure and format of complex informational texts.	L.N.2.4.1 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Differentiate between fact and opinion.	L.N.2.5.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	L.N.2.5.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Distinguish essential from nonessential information.	L.N.2.5.3	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with a sharp controlling point and an awareness of the audience and task.	C.I.E.1.1.1 CC.1.4.9-10.B	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Demonstrate an understanding of the purpose with relevant information, content, and details.	C.I.E.1.1.2 CC.1.4.9-10.C	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	C.I.E.1.1.3 CC.1.4.9-10.D	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	C.I.E.1.1.4 CC.1.4.9-10.E	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	C.I.E.1.1.5 CC.1.4.9-10.F	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use a variety of sentence structures	C.I.E.2.1.1 C.A.2.1.1 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use precise language to create clarity, voice, and tone.	C.I.E.2.1.2 C.A.2.1.2 CC.1.4.9-10.E	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to eliminate wordiness and redundancy.	C.IE.2.1.3 C.A.2.1.3 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to delete irrelevant details.	C.IE.2.1.4 C.A.2.1.4 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use the correct form of commonly confused words; use logical transitions.	C.IE.2.1.5 C.A.2.1.5	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Combine sentences for cohesiveness and unity.	C.IE.2.1.6 C.A.2.1.6 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise sentences for clarity.	C.IE.2.1.7 C.A.2.1.7 CC.1.4.9-10.E	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Spell all words correctly.	C.IE.3.1.1 C.A.3.1.1 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Use capital letters correctly.	C.IE.3.1.2 C.A.3.1.2 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).	C.IE.3.1.3 C.A.3.1.3 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	C.IE.3.1.4 C.A.3.1.4 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct sentence formation.	C.IE.3.1.5 C.A.3.1.5 CC.1.4.9-10.F	
ELA	HS	English I	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	C.A.1.1.1 CC.1.4.9-10.H	
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11-12.M CC.1.4.11-12.N	
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11-12.M CC.1.4.11-12.O	
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11-12.M CC.1.4.11-12.P	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Write with an awareness of thestylistic aspects of writing. a. Use parallel structure. <sup>(2)</sup> b. Use various types of phrasesand clauses to convey specificmeanings and add variety and interest. <sup>(3)</sup> c. Use precise language, domainspecificvocabulary, andtechniques such as metaphor,simile, and analogy to manage the complexity of the topic.	CC.1.4.11--12.M CC.1.4.11--12.Q	
ELA	HS	English I English II	Analyzing and Interpreting Literature--Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	L.N.2.4.2	
ELA	HS	English I English II	Analyzing and Interpreting Literature--Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	L.N.2.4.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I English II	Analyzing and Interpreting Literature--Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Make connections between a text and the content of graphics and charts.	L.N.2.4.4	
ELA	HS	English I English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	L.N.2.4.5	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CYCCIA.1.5.10.A	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CYCCIA.1.5.10.B	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CYCCIA.1.5.10.C	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CYCCIA.1.5.10.D	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CYCCIA.1.5.10.E	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CYCCIA.1.5.10.F	
ELA	HS	English II	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 10 level and content.	CYCCIA.1.5.10.G	
ELA	HS	English II	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CYCCIA.1.4.10.T	
ELA	HS	English II	Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CYCCIA.1.4.10.U	
ELA	HS	English II	Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CYCCIA.1.4.10.X	
ELA	HS	English II	Reading for Meaning--Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text	L.F.1.1.1 CC.1.3.9-10.B	
ELA	HS	English II	Reading for Meaning--Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	L.F.1.1.2 CC.1.3.9-10.A	
ELA	HS	English II	Reading for Meaning--Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively develop characters, advance the plot, or develop the theme.	L.F.1.1.3 CC.1.3.9-10.C	
ELA	HS	English II	Reading for Meaning--Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify and/or apply a synonym or antonym of a word used in a text.	L.F.1.2.1 CC.1.3.9-10.I CC.1.3.9-10.J	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English II	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.F.1.2.2 CC.1.3.9-10.J CC.1.3.9-10.J	
ELA	HS	English II	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words	L.F.1.2.3 CC.1.3.9-10.J CC.1.3.9-10.J	
ELA	HS	English II	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Draw conclusions about connotations of words.	L.F.1.2.4 CC.1.3.9-10.J CC.1.3.9-10.J	
ELA	HS	English II	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs	L.F.1.3.1 CC.1.3.9-10.A CC.1.3.9-10.B	
ELA	HS	English II	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a fictional text, in part or as a whole.	L.F.1.3.2 CC.1.3.9-10.A	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	L.F.2.1.1	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	L.F.2.1.2 CC.1.3.9-10.B	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.F.2.2.1 CC.1.3.9-10.G	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.F.2.2.2	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.F.2.2.3 CC.1.3.9-10.G	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	L.F.2.2.4 CC.1.3.9-10.G	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text	L.F.2.3.1 CC.1.3.9-10.C	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)	L.F.2.3.2 CC.1.3.9-10.E	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction. Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action	L.F.2.3.3 CC.1.3.9-10.E	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	L.F.2.3.4 CC.1.3.9-10.A CC.1.3.9-10.C	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	L.F.2.3.5 CC.1.3.9-10.F	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.		L.F.2.3.6 CC.1.3.9-10.D	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to interpret and analyze the universal significance of literary fiction		L.F.2.4.1	
ELA	HS	English II	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	L.F.2.5.1 CC.1.3.9-10.F	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text.	L.N.1.1.1	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	L.N.1.1.2	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	L.N.1.1.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain how an author's use of key words or phrases in text informs and influences the reader.	L.N.1.1.4 CC.1.2.9-10.F	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or apply a synonym or antonym of a word used in a text.	L.N.1.2.1 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.N.1.2.2 CC.1.2.9-10.J	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	CC.1.2.9-10.K L.N.1.2.3 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Draw conclusions about connotations of words.	L.N.1.2.4 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	L.N.1.3.1 CC.1.2.9-10.A CC.1.2.9-10.B	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a nonfictional text: in part or as a whole.	L.N.1.3.2 CC.1.2.9-10.A	
ELA	HS	English II	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	L.N.1.3.3 CC.1.2.9-10.C	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	L.N.2.1.1 CC.1.2.9-10.B	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	L.N.2.1.2 CC.1.2.9-10.B	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.N.2.2.1	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.N.2.2.3 CC.1.2.9-10.G	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul>	L.N.2.3.1	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	L.N.2.3.2	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	L.N.2.3.3 CC.1.2.9-10.A CC.1.2.9-10.C	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>	L.N.2.3.4	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	L.N.2.3.5	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	L.N.2.3.6 CC.1.2.9-10.D	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Identify, analyze, and evaluate the structure and format of complex informational texts.	L.N.2.4.1 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	L.N.2.4.2	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	L.N.2.4.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Make connections between a text and the content of graphics and charts.	L.N.2.4.4	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	L.N.2.4.5	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Differentiate between fact and opinion.	L.N.2.5.1	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	L.N.2.5.2	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Distinguish essential from nonessential information.	L.N.2.5.3	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	L.N.2.5.4 CC.1.2.9-10.H	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	L.N.2.5.5 CC.1.2.9-10.H	
ELA	HS	English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	L.N.2.5.6 CC.1.2.9-10.H	
ELA	HS	English II	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with a sharp controlling point and an awareness of the audience and task.	C.I.E.1.1.1 CC.1.4.9-10.B	
ELA	HS	English II	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Demonstrate an understanding of the purpose with relevant information, content, and details.	C.I.E.1.1.2 CC.1.4.9-10.C	
ELA	HS	English II	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	C.I.E.1.1.3 CC.1.4.9-10.D	
ELA	HS	English II	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	C.I.E.1.1.4 CC.1.4.9-10.E	
ELA	HS	English II	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	C.I.E.1.1.5 CC.1.4.9-10.F	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use a variety of sentence structures	C.I.E.2.1.1 C.A.2.1.1 CC.1.4.9-10.E	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use precise language to create clarity, voice, and tone.	C.I.E.2.1.2 C.A.2.1.2 CC.1.4.9-10.E	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to eliminate wordiness and redundancy.	C.I.E.2.1.3 C.A.2.1.3 CC.1.4.9-10.E	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to delete irrelevant details.	C.I.E.2.1.4 C.A.2.1.4 CC.1.4.9-10.E	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use the correct form of commonly confused words; use logical transitions.	C.I.E.2.1.5 C.A.2.1.5	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Combine sentences for cohesiveness and unity.	C.I.E.2.1.6 C.A.2.1.6 CC.1.4.9-10.E	
ELA	HS	English II	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise sentences for clarity.	C.I.E.2.1.7 C.A.2.1.7 CC.1.4.9-10.E	
ELA	HS	English II	Editing for Conventions	Use conventions of standard written language.	Spell all words correctly.	C.I.E.3.1.1 C.A.3.1.1 CC.1.4.9-10.F CC.1.4.9-10.I CC.1.4.11-12.R	
ELA	HS	English II	Editing for Conventions	Use conventions of standard written language.	Use capital letters correctly.	C.I.E.3.1.2 C.A.3.1.2 CC.1.4.9-10.F CC.1.4.9-10.I CC.1.4.11-12.R	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English II	Editing for Conventions	Use conventions of standard written language.	Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).	C.IE.3.1.3 C.A.3.1.3 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English II	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	C.IE.3.1.4 C.A.3.1.4 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English II	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct sentence formation.	C.IE.3.1.5 C.A.3.1.5 CC.1.4.9-10.F	
ELA	HS	English II	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	C.A.1.1.1 CC.1.4.9-10.H	
ELA	HS	English II	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.	C.A.1.1.2 CC.1.4.9-10.I CC.1.4.9-10.J	
ELA	HS	English II	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Organize the argument using effective strategies to develop a strong, well-supported position.	C.A.1.1.3 CC.1.4.9-10.I CC.1.4.9-10.J	
ELA	HS	English II	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.	C.A.1.1.4 CC.1.4.9-10.K	
ELA	HS	English II	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	C.A.1.1.5 CC.1.4.9-10.L	
ELA	HS	English II	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11-12.M CC.1.4.11-12.N	
ELA	HS	English II	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11-12.M CC.1.4.11-12.O	
ELA	HS	English II	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11-12.M CC.1.4.11-12.P	
ELA	HS	English II	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Write with an awareness of the stylistic aspects of writing. a. Use parallel structure. <sup>20</sup> b. Use various types of phrases and clauses to convey specific meanings and add variety and interest. <sup>21</sup> c. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CC.1.4.11-12.M CC.1.4.11-12.Q	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11.A	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.2.11.B	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11.D	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11.H	
ELA	HS	English III	Reading Informational Text	<b>Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	<b>Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</b>	CC.1.2.11.I	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.11.K	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.2.11.B	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.11.G	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.11.J	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11.L	
ELA	HS	English III	Reading Informational Text	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	CC.1.3.11.G	
ELA	HS	English III	Reading Informational Text	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11.H	
ELA	HS	English III	Reading Informational Text	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.11.I	
ELA	HS	English III	Reading Informational Text	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.11.J	
ELA	HS	English III	Reading Informational Text	<b>Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</b>	CC.1.2.11.B	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11.C	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.1.2.11.E	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11.F	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11.A	
ELA	HS	English III	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11.L	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.11.B	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.11.J	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11.K	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11.A	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11.C	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	CC.1.3.11.E	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11.F	
ELA	HS	English III	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11.A	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	CC.1.5.11.C	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11.F	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11.B	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11.D	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CC.1.5.11.E	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11.F	
ELA	HS	English III	Speaking & Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 11 level and content.	CC.1.5.11.G	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11.A	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CC.1.4.11.B	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.11.C	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	CC.1.4.11.D	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style.	CC.1.4.11.E.03	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11.F	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11.G	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11.N	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11.O	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11.P	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11.T	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.11.V	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	CC.1.4.11.W	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b>	CC.1.4.11.X	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and technique such as metaphor, simile, and analogy to manage the complexity of the topic.	CC.1.4.11.E.01	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11.E.02	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	<b>Write arguments to support claims in an analysis of substantive topics.</b>	CC.1.4.11.G	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CC.1.4.11.H	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Introduce the precise, knowledgeable claim.	CC.1.4.11.H.01	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	CC.1.4.11.J	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	CC.1.4.11.J	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with awareness of the stylistic aspects of composition.	CC.1.4.11.K	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CC.1.4.11.K.01	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11.K.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style.	CC.1.4.11.K.03	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	CC.1.4.11.L	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with an awareness of the stylistic aspects of writing.	CC.1.4.11.Q	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use parallel structure.	CC.1.4.11.Q.01	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use various types of phrases and clauses to convey specific meanings and add variety and interest.	CC.1.4.11.Q.02	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CC.1.4.11.Q.03	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11.R	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CC.1.4.11.S	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	CC.1.4.11.U	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>	CC.1.4.11.V	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CC.1.4.11.S	
ELA	HS	English III	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	CC.1.4.11.J	
ELA	HS	English III	Writing	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11.D	
ELA	HS	English III	Writing	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 11 level and content.	CC.1.5.11.G	
ELA	HS	English III	Reading Informational Text	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11.D	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more central ideas of a text; including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.12.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.2.12.B	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.12.C	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.12.D	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.1.2.12.E	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.12.F	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.12.G	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.12.H	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.12.I	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.12.J	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.12.K	
ELA	HS	English IV	Reading Informational Text	Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.12.L	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.12.A	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.12.B	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.12.C	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.12.D	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	CC.1.3.12.E	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.12.F	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and on play by an American dramatist.)	CC.1.3.12.G	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.12.H	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.12.I	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.12.J	
ELA	HS	English IV	Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.12.K	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.12.A	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.12.A	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.12.B	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CYCLA.1.4.12.B	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CYCLA.1.4.12.C	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	CYCLA.1.5.12.C	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CYCLA.1.5.12.D	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	CYCLA.1.4.12.D	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with an awareness of the stylistic aspects of composition.	CYCLA.1.4.12.E	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Adapt speech to a variety of contexts and tasks.	CYCLA.1.5.12.E	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CYCLA.1.5.12.F	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and technique such as metaphor, simile, and analogy to manage the complexity of the topic.	CYCLA. 1.4.12.E.01	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CYCLA.1.4.12.E.02	
ELA	HS	English IV	Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Demonstrate command of the conventions of standard English when speaking based on grade 12 level and content.	CYCLA.1.5.12.G	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style.	CYCLA.1.4.12.E.03	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCLA.1.4.12.F	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write arguments to support claims in an analysis of substantive topics.	CYCLA.1.4.12.G	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CYCLA.1.4.12.H	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Introduce the precise, knowledgeable claim.	CYCLA.1.4.12.H.01	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	CYCLA.1.4.12.I	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	CYCLA.1.4.12.J	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with awareness of the stylistic aspects of composition.	CYCLA.1.4.12.K	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CYCLA.1.4.12.K.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CYCLA.1.4.12.K.02	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style.	CYCLA.1.4.12.K.03	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	CYCLA.1.4.12.L	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write narratives to develop real or imagined experiences or events.	CYCLA.1.4.12.M	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CYCLA.1.4.12.N	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CYCLA.1.4.12.O	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CYCLA.1.4.12.P	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with an awareness of the stylistic aspects of writing.	CYCLA.1.4.12.Q	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use parallel structure.	CYCLA.1.4.12.Q.01	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use various types of phrases and clauses to convey specific meanings and add variety and interest.	CYCLA.1.4.12.Q.02	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CYCLA.1.4.12.Q.03	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCLA.1.4.12.R	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CYCLA.1.4.12.S	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CYCLA.1.4.12.T	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	CYCLA.1.4.12.U	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CYCLA.1.4.12.V	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	CYCLA.1.4.12.W	
ELA	HS	English IV	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CYCLA.1.4.12.X	
ELA	HS	Honors Humanities	Literature: All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Appraise the efficacy of classic literary themes in terms of their relevance to today's society.	CYLAHU.1.1.01	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Identify the components of classic tragedy and classic comedy.	CYLAHU.1.1.02	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Identify the elements of a "classic."	CYLAHU.1.1.03	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Judge the "classic potential" of a modern literary selection.	CYLAHU.1.1.04	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Examine the practical relevance of a 20th century philosophy as compared to the relevance of one from ancient Greece.	CYLAHU.1.1.05	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Greco-Roman Period.	Appraise the efficacy of the M/R Period's literary themes in terms of their relevance to today's society.	CYLAHU.1.2.01	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Medieval-Renaissance Periods.	Determine the changing perspectives on government as seen in the literature of the M/R Periods.	CYLAHU.1.2.02	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Medieval-Renaissance Periods.	Examine the various conceptions of love, both divine and human, as seen in the literature of the M/R Periods.	CYLAHU.1.2.03	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Medieval-Renaissance Periods.	Examine the impact of the sacred and secular authorities on the scientist and his discoveries in the M/R Periods.	CYLAHU.1.2.04	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine historical events, major literary figures, and literary accomplishments of the Medieval-Renaissance Periods.	Identify the structural elements, the art of language, and universal themes of Shakespeare's comedies.	CYLAHU.1.2.05	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected literary works of early America in terms of their connection to later literary and societal developments.	Determine the efficacy and relevance of a 20th century drama which uses a 17th setting.	CYLAHU.1.3.01	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected literary works of early America in terms of their connection to later literary and societal developments.	Examine the practical relevance of a 20th century philosophy as compared to the relevance of one from 19th century America.	CYLAHU.1.3.02	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected literary works of early America in terms of their connection to later literary and societal developments.	Deduce the reaction of a 19th century writer to a 20th century critique of his ideas.	CYLAHU.1.3.03	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected works of Utopian literature, providing a critical comparison to our present world.	Evaluate the efficacy of a 20th century drama in terms of the use of dramatic techniques.	CYLAHU.1.4.01	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected works of Utopian literature, providing a critical comparison to our present world.	Determine the relevance of a 20th century Utopian novel to present day life.	CYLAHU.1.4.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected works of Utopian literature, providing a critical comparison to our present world.	Analyze the evolutionary theme of a 20th century comedy.	CYLAHU.1.4.03	
ELA	HS	Honors Humanities	All students will analyze and interpret.	The students will examine selected works of Utopian literature, providing a critical comparison to our present world.	Analyze the issue of idealism as presented in a modern musical play.	CYLAHU.1.4.04	
ELA	HS	Honors Humanities	Writing: All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to the various historical, literary, and philosophical issues of the Greco-Roman Period.	Generate a dramatic dialogue using modern setting, characters, language, etc., based on the events of a classic Greek drama.	CYLAHU.2.1.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to the various historical, literary, and philosophical issues of the Greco-Roman Period.	Assess the achievements of the time period by producing personal responses in a Humanities Journal.	CYLAHU.2.1.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to the various historical, literary, and philosophical issues of the Greco-Roman Period.	Analyze literary selections using formal structure and logic.	CYLAHU.2.1.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Assess the achievements of the two time periods by producing personal responses in a Humanities Journal.	CYLAHU.2.2.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Analyze literary selections using formal structure and logic.	CYLAHU.2.2.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Compare and contrast the historical and societal developments of the two periods.	CYLAHU.2.2.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Produce comparative study of time periods showing universal nature of mankind.	CYLAHU.2.3.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Analyze literary selections using formal structure and logic.	CYLAHU.2.3.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Assess the achievements of society by producing personal responses in a Humanities Journal.	CYLAHU.2.3.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Create an original concept of Utopia.	CYLAHU.2.4.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze the "accuracy" of various Utopian literary works.	CYLAHU.2.4.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze literary selections using formal structure and logic.	CYLAHU.2.4.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze events of the late 20th century which reflect the spirit of idealism.	CYLAHU.2.4.04	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Assess the efficacy of various Utopian concepts by producing personal responses in a Humanities Journal.	CYLAHU.2.4.05	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Identify all rhetorical and artistic techniques specified in the prompt.	CYLAHU.2.5.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Utilize text quotes/extracts as supporting evidence.	CYLAHU.2.5.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Explain their use and synthesis to support thematic concept.	CYLAHU.2.5.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Utilize a controlling idea.	CYLAHU.2.6.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Pattern supporting concepts into a structure to deliver meaning.	CYLAHU.2.6.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Construct an effective opening and closing paragraph.	CYLAHU.2.6.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Identify unknown vocabulary from literary works and determine meaning.	CYLAHU.2.7.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Incorporate new learnings into original writings.	CYLAHU.2.7.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Eliminate wordiness in original writings through application of concise diction.	CYLAHU.2.7.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Identify misplaced modifiers, tense inconsistencies, shifting narrative voice, redundancies, incorrect use of clauses, wordiness in student writing.	CYLAHU.2.8.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Suggest remedial alternatives.	CYLAHU.2.8.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Incorporate corrections in personal writings.	CYLAHU.2.8.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will use valid sources to support a logical thesis.	Assess the validity of a source.	CYLAHU.3.1.01	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will use valid sources to support a logical thesis.	Construct logical support of a thesis using information from valid sources.	CYLAHU.3.1.02	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will give credit for others' ideas using parenthetical documentation according to MLA standards.	Identify the ethical issues surrounding who owns the information.	CYLAHU.3.2.01	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will give credit for others' ideas using parenthetical documentation according to MLA standards.	Incorporate information into the report crediting the correct source.	CYLAHU.3.2.02 I	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will develop and apply personal, shared, and academic experiences in speaking situations.	Demonstrate ability to lead and participate in group and class discussions.	CYLAHU.4.1.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will develop and apply personal, shared, and academic experiences in speaking situations.	Present research findings.	CYLAHU.4.1.02	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Examine visual performances of literary selections.	CYLAHU.4.2.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Determine similarities and differences in the presentations.	CYLAHU.4.2.02	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Evaluate overall effects.	CYLAHU.4.2.03	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Extrapolate major points.	CYLAHU.4.3.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Determine if information presented is valid, sound, well-defined, and well-supported.	CYLAHU.4.3.02	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Respond to information presented.	CYLAHU.4.3.03	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Appraise the influence of various recognized artists on other artists and on people in general.	CYLAHU.4.3.04	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Examine the issue of cause-and-effect of society on the artist and vice versa.	CYLAHU.4.3.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Identify the usage error.	CYLAHU.5.1.01	
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Determine the correct usage.	CYLAHU.5.1.02	
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Practice the correct forms.	CYLAHU.5.1.03	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Examine biased viewpoints.	CYLAHU.6.1.01	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Evaluate efficacy of information.	CYLAHU.6.1.02	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Identify the tone and purpose of information presented.	CYLAHU.6.1.03	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Synthesize information into a conclusion.	CYLAHU.6.1.04	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Analyze the effectiveness of published feature stories by professional writers.	CYLAJO1.1.1.01	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO1.1.1.02	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Conduct a personal interview with interviewee (s).	CYLAJO1.1.1.03	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Create a lead to pique interest in the story.	CYLAJO1.1.1.04	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO1.1.1.05	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO1.1.1.06	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO1.1.1.07	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO1.1.1.08	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Employ direct and indirect quotations.	CYLAJO1.1.1.09	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Maintain objectivity in written account.	CYLAJO1.1.1.10	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Submit assigned piece by deadline.	CYLAJO1.1.1.11	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Analyze the effectiveness of published news stories by professional writers.	CYLAJO1.1.2.01	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Develop questions prior to the interview/occurrence.	CYLAJO1.1.2.02	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO1.1.2.03	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Create a lead that answers the who, what, when, where, why, and how.	CYLAJO1.1.2.04	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO1.1.2.05	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO1.1.2.06	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO1.1.2.07	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Exhibit balance of information in account (simultaneous rebuttal).	CYLAJO1.1.2.08	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO1.1.2.09	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Employ direct and indirect quotations.	CYLAJO1.1.2.10	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Maintain objectivity in written account.	CYLAJO1.1.2.11	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Submit assigned piece by deadline.	CYLAJO1.1.2.12	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Analyze the effectiveness of published sports stories by professional writers.	CYLAJO1.1.3.01	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO1.1.3.02	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO1.1.3.03	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Create a lead that piques reader's attention.	CYLAJO1.1.3.04	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO1.1.3.05	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO1.1.3.06	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO1.1.3.07	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Use transition words.	CYLAJO1.1.3.08	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Employ direct and indirect quotations.	CYLAJO1.1.3.09	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Capitalize on action verbs and adjectives.	CYLAJO1.1.3.10	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Submit assigned piece by deadline.	CYLAJO1.1.3.11	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Analyze the effectiveness of published editorials.	CYLAJO1.1.4.01	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Establish a thesis on a polarized issue.	CYLAJO1.1.4.02	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Concede to one of the opponent's arguments.	CYLAJO1.1.4.03	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Restate the thesis with three reasons of support.	CYLAJO1.1.4.04	
ELA	HS	Journalism I	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Submit assigned piece by deadline.	CYLAJO1.1.4.05	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Label the parts of the paper using standard newsroom terminology as headline, lead, deck, jump line, cut, outline, fold, kicker, masthead.	CYLAJO1.2.1.01	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Dissect the sections of the daily paper for purpose, audience, effect.	CYLAJO1.2.1.02	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Employ newsroom terminology.	CYLAJO1.2.1.03	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Discover the functions of the desktop publishing program.	CYLAJO1.2.2.01	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Demonstrate understanding of the terminology of the program.	CYLAJO1.2.2.02	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a template for a page.	CYLAJO1.2.2.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design legal-sized page using the options of the desktop publishing program.	CYLAJO1.2.2.04	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a tabloid-sized page using the options of the desktop publishing program.	CYLAJO1.2.2.05	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Import text from a word processed file onto a newspaper page.	CYLAJO1.2.2.06	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Adjust the size, font, style of the print on the newspaper page.	CYLAJO1.2.2.07	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Tile and print the page from the desktop publishing program.	CYLAJO1.2.2.08	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Create a code of ethics for The Prowler.	CYLAJO1.2.3.01	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Organize the text on the "dummy" sheet for visual appeal.	CYLAJO1.2.3.02	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Assess the white space and readability of a written page.	CYLAJO1.2.4.01	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Employ the "golden mean" to original pages.	CYLAJO1.2.4.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Analyze the visual appeal of professional pages.	CYLAJO1.2.4.03	
ELA	HS	Journalism I	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Determine the effectiveness of photographs.	CYLAJO1.2.4.04	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Examine the history of journalism.	CYLAJO1.3.1.01	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Define rights of the media.	CYLAJO1.3.1.02	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Define the Sunshine Act and Freedom of Information Act.	CYLAJO1.3.1.03	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Assess the relevance of the First and Fifth Amendment to journalists' rights and responsibilities.	CYLAJO1.3.1.04	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Define copyright, patent, trademark, fair use, and intellectual property.	CYLAJO1.3.1.05	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Gather examples of copyright, trademark, fair use, and intellectual property.	CYLAJO1.3.1.06	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will examine and apply the precepts of the First and Fifth Amendments of the United States Constitution.	Criticize obstructions of the Amendments in current events and publications.	CYLAJO1.3.1.07	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Define false light, libel, slander, misappropriation, conflict of interest, plagiarism, slant.	CYLAJO1.3.2.01	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Cite examples of false light, libel, slander, misappropriation, slant, conflict of interest in the print media.	CYLAJO1.3.2.02	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Define yellow journalism.	CYLAJO1.3.2.03	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Identify yellow journalism.	CYLAJO1.3.2.04	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Assess power of propaganda and improprieties of the media.	CYLAJO1.3.2.05	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will recognize and evaluate improprieties in journalism.	Evaluate the legitimacy of "tabloids".	CYLAJO1.3.2.06	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Reject sedition and intentional defamation of character from written submissions.	CYLAJO1.3.3.02	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAJO1.3.3.03	
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Encourage criticism from readership.	CYLAJO1.3.3.04	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Admit and correct published errors.	CYLAJO1.3.05	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a fellow student.	Establish time and place of interview.	CYLAJO1.4.1.01	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a fellow student.	Create questions prior to the interview.	CYLAJO1.4.1.02	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a fellow student.	Scrutinize the surroundings, nuances of the setting, and interviewee.	CYLAJO1.4.1.03	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a fellow student.	Maintain objectivity and confidentiality throughout and after the interview.	CYLAJO1.4.1.04	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a fellow student.	Build a story based on interview.	CYLAJO1.4.1.05	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Establish time and place of interview.	CYLAJO1.4.2.01	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Create questions prior to the interview.	CYLAJO1.4.2.02	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Scrutinize the surroundings, nuances of the settings, and interviewee.	CYLAJO1.4.2.03	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Maintain objectivity and confidentiality throughout and after the interview.	CYLAJO1.4.2.04	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Demonstrate professional decorum throughout and after the interview.	CYLAJO1.4.2.05	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a school professional.	Build a story based on interview.	CYLAJO1.4.2.06	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Establish time and place of interview.	CYLAJO1.4.3.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Create questions prior to the interview.	CYLAJO1.4.3.02	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Scrutinize the surroundings, nuances of the setting and interviewee.	CYLAJO1.4.3.03	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Maintain objectivity and confidentiality throughout and after the interview.	CYLAJO1.4.3.04	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Demonstrate professional decorum throughout and after the interview.	CYLAJO1.4.3.05	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will conduct an interview with a community adult.	Build a story based on interview.	CYLAJO1.4.3.06	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Determine validity of sources.	CYLAJO1.4.4.01	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Identify slant through choice of words, statistics, context.	CYLAJO1.4.4.02	
ELA	HS	Journalism I	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Examine for simultaneous rebuttal, balanced reporting.	CYLAJO1.4.4.03	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Differentiate words commonly confused.	CYLAJO1.5.1.01	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Use correct grammar, punctuation, capitalization.	CYLAJO1.5.1.02	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Master the style rules for numbers, time, honorifics, titles.	CYLAJO1.5.1.03	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Employ non-biased language to writing.	CYLAJO1.5.1.04	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Evaluate the style sheet of other school publications.	CYLAJO1.5.3.01	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Assess other writers' style errors.	CYLAJO1.5.3.02	
ELA	HS	Journalism I	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Produce copy-ready text without style flaws.	CYLAJO1.5.3.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Students will create a template for the high school newspaper.	Design a style sheet to be used in production.	CYLAJO2.1.1.01	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Students will create a template for the high school newspaper.	Determine size, orientation, and placement of the six newspapers.	CYLAJO2.1.1.02	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Students will create a template for the high school newspaper.	Arrange the business and logistical aspects of the newspaper.	CYLAJO2.1.1.03	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Students will create a template for the high school newspaper.	Organize the newspaper staff to work as assistants.	CYLAJO2.1.1.04	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Students will create a template for the high school newspaper.	Troubleshoot layout, computer, and distribution problems.	CYLAJO2.1.1.05	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Oversee and direct a section of the school paper.	Collect, organize, edit, print and paste up a section of the school newspaper.	CYLAJO2.1.2.01	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Oversee and direct a section of the school paper.	Monitor a "beat" to keep a pulse on the school and its events.	CYLAJO2.1.2.02	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Oversee and direct a section of the school paper.	Present story ideas to high school journalists for possible future stories.	CYLAJO2.1.2.03	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Arrange to partner with a business or community organization to create a newsletter.	CYLAJO2.1.3.01	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Establish criteria for the designing and publishing of a newsletter.	CYLAJO2.1.3.02	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Become familiar with the purpose, structure and audience for the company as an organizational newsletter.	CYLAJO2.1.3.03	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Regularly report to the companies organizational contact to monitor progress.	CYLAJO2.1.3.04	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Arrange interviews.	CYLAJO2.1.3.05	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Layout and publish the piece.	CYLAJO2.1.3.06	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Present knowledge and demonstrate skills on the basis of journalism.	Present a classroom lesson on a facet of journalism.	CYLAJO2.1.4.01	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Present knowledge and demonstrate skills on the basis of journalism.	Delegate jobs -- writing, publishing, copy-editing-- to the journalism I students.	CYLAJO2.1.4.02	
ELA	HS	Journalism II	Publish a newspaper and a newsletter.	Present knowledge and demonstrate skills on the basis of journalism.	Overseeing of publishing responsibilities of the first year journalism students.	CYLAJO2.1.4.03	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Edit for grammatical, style, and production errors.	CYLAJO.2.3.03	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Label and crop art.	CYLAJO2.2.3.04	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Analyze the effectiveness of published feature stories by professional writers.	CYLAJO2.1.1.01	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO2.1.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Conduct a personal interview with interviewee (s).	CYLAJO2.1.1.03	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Create a lead to pique interest in the story.	CYLAJO2.1.1.04	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO2.1.1.05	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO2.1.1.06	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO2.1.1.07	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO2.1.1.08	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Employ direct and indirect quotations.	CYLAJO2.1.1.09	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Maintain objectivity in written account.	CYLAJO2.1.1.10	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Submit assigned piece by deadline.	CYLAJO2.1.1.11	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Analyze the effectiveness of published news stories by professional writers.	CYLAJO2.1.2.01	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Develop questions prior to the interview/occurrence.	CYLAJO2.1.2.02	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO2.1.2.03	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Create a lead that answers the who, what, when, where, why, and how.	CYLAJO2.1.2.04	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO2.1.2.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO2.1.2.06	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO2.1.2.07	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Exhibit balance of information in account (simultaneous rebuttal).	CYLAJO2.1.2.08	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO2.1.2.09	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Employ direct and indirect quotations.	CYLAJO2.1.2.10	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Maintain objectivity in written account.	CYLAJO2.1.2.11	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Submit assigned piece by deadline.	CYLAJO2.1.2.12	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Analyze the effectiveness of published sports stories by professional writers.	CYLAJO2.1.3.01	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO2.1.3.02	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO2.1.3.03	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Create a lead that piques reader's attention.	CYLAJO2.1.3.04	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO2.1.3.05	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO2.1.3.06	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO2.1.3.07	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Use transition words.	CYLAJO2.1.3.08	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Employ direct and indirect quotations.	CYLAJO2.1.3.09	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Capitalize on action verbs and adjectives.	CYLAJO2.1.3.10	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Submit assigned piece by deadline.	CYLAJO2.1.3.11	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Analyze the effectiveness of published editorials.	CYLAJO2.1.4.01	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Establish a thesis on a polarized issue.	CYLAJO2.1.4.02	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Concede to one of the opponent's arguments.	CYLAJO2.1.4.03	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Restate the thesis with three reasons of support.	CYLAJO2.1.4.04	
ELA	HS	Journalism II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Submit assigned piece by deadline.	CYLAJO2.1.4.05	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Employ newsroom terminology.	CYLAJO2.2.1.03	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Discover the functions of the desktop publishing program.	CYLAJO2.2.2.01	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Demonstrate understanding of the terminology of the program.	CYLAJO2.2.2.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a template for a page.	CYLAJO2.2.2.03	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design legal-sized page using the options of the desktop publishing program.	CYLAJO2.2.2.04	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a tabloid-sized page using the options of the desktop publishing program.	CYLAJO2.2.2.05	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Import text from a word processed file onto a newspaper page.	CYLAJO2.2.2.06	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Adjust the size, font, style of the print on the newspaper page.	CYLAJO2.2.2.07	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Tile and print the page from the desktop publishing program.	CYLAJO2.2.2.08	
ELA	HS	Journalism II	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Assess the white space and readability of a written page.	CYLAJO2.2.4.01	
ELA	HS	Journalism II	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Reject sedition and intentional defamation of character from written submissions.	CYLAJO2.3.3.02	
ELA	HS	Journalism II	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAJO2.3.3.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism II	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Encourage criticism from readership.	CYLAJO2.3.3.04	
ELA	HS	Journalism II	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Admit and correct published errors.	CYLAJO2.3.3.05	
ELA	HS	Journalism II	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Determine validity of sources.	CYLAJO2.4.4.01	
ELA	HS	Journalism II	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Identify slant through choice of words, statistics, context.	CYLAJO2.4.4.02	
ELA	HS	Journalism II	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Examine for simultaneous rebuttal, balanced reporting.	CYLAJO2.4.4.03	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Differentiate words commonly confused.	CYLAJO2.5.1.01	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Use correct grammar, punctuation, capitalization.	CYLAJO2.5.1.02	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Master the style rules for numbers, time, honorifics, titles.	CYLAJO2.5.1.03	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Employ non-biased language to writing.	CYLAJO2.5.1.04	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Evaluate the style sheet of other school publications.	CYLAJO2.5.3.01	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Assess other writers' style errors.	CYLAJO2.5.3.02	
ELA	HS	Journalism II	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Produce copy-ready text without style flaws.	CYLAJO2.5.3.03	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Analyze the effectiveness of published feature stories by professional writers.	CYLAJO3.1.1.01	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO3.1.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Conduct a personal interview with interviewee (s).	CYLAJO3.1.1.03	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Create a lead to pique interest in the story.	CYLAJO3.1.1.04	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO3.1.1.05	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO3.1.1.06	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO3.1.1.07	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO3.1.1.08	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Employ direct and indirect quotations.	CYLAJO3.1.1.09	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Maintain objectivity in written account.	CYLAJO3.1.1.10	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Submit assigned piece by deadline.	CYLAJO3.1.1.11	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Analyze the effectiveness of published news stories by professional writers.	CYLAJO3.1.2.01	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Develop questions prior to the interview/occurrence.	CYLAJO3.1.2.02	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO3.1.2.03	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Create a lead that answers the who, what, when, where, why, and how.	CYLAJO3.1.2.04	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO3.1.2.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO3.1.2.06	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO3.1.2.07	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Exhibit balance of information in account (simultaneous rebuttal).	CYLAJO3.1.2.08	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO3.1.2.09	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Employ direct and indirect quotations.	CYLAJO3.1.2.10	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Maintain objectivity in written account.	CYLAJO3.1.2.11	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Submit assigned piece by deadline.	CYLAJO3.1.2.12	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Analyze the effectiveness of published sports stories by professional writers.	CYLAJO3.1.3.01	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO3.1.3.02	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO3.1.3.03	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Create a lead that piques reader's attention.	CYLAJO3.1.3.04	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO3.1.3.05	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO3.1.3.06	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO3.1.3.07	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Use transition words.	CYLAJO3.1.3.08	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Employ direct and indirect quotations.	CYLAJO3.1.3.09	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Capitalize on action verbs and adjectives.	CYLAJO3.1.3.10	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Submit assigned piece by deadline.	CYLAJO3.1.3.11	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Analyze the effectiveness of published editorials.	CYLAJO3.1.4.01	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Establish a thesis on a polarized issue.	CYLAJO3.1.4.02	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Concede to one of the opponent's arguments.	CYLAJO3.1.4.03	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Restate the thesis with three reasons of support.	CYLAJO3.1.4.04	
ELA	HS	Journalism III	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Submit assigned piece by deadline.	CYLAJO3.1.4.05	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Employ newsroom terminology.	CYLAJO3.2.1.03	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Discover the functions of the desktop publishing program.	CYLAJO3.2.2.01	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Demonstrate understanding of the terminology of the program.	CYLAJO3.2.2.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a template for a page.	CYLAIO3.2.2.03	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design legal-sized page using the options of the desktop publishing program.	CYLAIO3.2.2.04	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a tabloid-sized page using the options of the desktop publishing program.	CYLAIO3.2.2.05	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Import text from a word processed file onto a newspaper page.	CYLAIO3.2.2.06	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Adjust the size, font, style of the print on the newspaper page.	CYLAIO3.2.2.07	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Tile and print the page from the desktop publishing program.	CYLAIO3.2.2.08	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Relate directions to the printing company.	CYLAIO3.2.3.05	
ELA	HS	Journalism III	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Assess the white space and readability of a written page.	CYLAIO3.2.4.01	
ELA	HS	Journalism III	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Reject section and intentional defamation of character from written submissions.	CYLAIO3.3.3.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAJO3.3.3.03	
ELA	HS	Journalism III	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Encourage criticism from readership.	CYLAJO3.3.3.04	
ELA	HS	Journalism III	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Admit and correct published errors.	CYLAJO3.3.3.05	
ELA	HS	Journalism III	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Request prior approval from administration before distribution.	CYLAJO3.3.3.06	
ELA	HS	Journalism III	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Determine validity of sources.	CYLAJO3.4.4.01	
ELA	HS	Journalism III	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Identify slant through choice of words, statistics, context.	CYLAJO3.4.4.02	
ELA	HS	Journalism III	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Examine for simultaneous rebuttal, balanced reporting.	CYLAJO3.4.4.03	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Differentiate words commonly confused.	CYLAJO3.5.1.01	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Use correct grammar, punctuation, capitalization.	CYLAJO3.5.1.02	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Master the style rules for numbers, time, honorifics, titles.	CYLAJO3.5.1.03	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Employ non-biased language to writing.	CYLAJO3.5.1.04	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Evaluate the style sheet of other school publications.	CYLAJO3.5.3.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Assess other writers' style errors.	CYLAJO3.5.3.02	
ELA	HS	Journalism III	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Produce copy-ready text without style flaws.	CYLAJO3.5.3.03	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Arrange to partner with a business or community organization to create a newsletter.	CYLAJO3.1.3.01	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Establish criteria for the designing and publishing of a newsletter.	CYLAJO3.1.3.02	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Become familiar with the purpose, structure and audience for the company as an organizational newsletter.	CYLAJO3.1.3.03	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Regularly report to the companies organizational contact to monitor progress.	CYLAJO3.1.3.04	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Arrange interviews.	CYLAJO3.1.3.05	
ELA	HS	Journalism III	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Layout and publish the piece.	CYLAJO3.1.3.06	
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Outline and storyboard a supplemental video to published story	CC.1.5.11-12F.1	
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Record supplemental video to published story	CC.1.5.11-12F.2	
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Edit and adjust volume, lighting, effects of supplemental video	CC.1.5.11-12F.3	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Analyze the effectiveness of published feature stories by professional writers.	CYLAJO4.1.1.01	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO4.1.1.02	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Conduct a personal interview with interviewee (s).	CYLAJO4.1.1.03	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Create a lead to pique interest in the story.	CYLAJO4.1.1.04	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO4.1.1.05	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO4.1.1.06	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO4.1.1.07	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO4.1.1.08	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Employ direct and indirect quotations.	CYLAJO4.1.1.09	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Maintain objectivity in written account.	CYLAJO4.1.1.10	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic format.	Submit assigned piece by deadline.	CYLAJO4.1.1.11	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Analyze the effectiveness of published news stories by professional writers.	CYLAJO4.1.2.01	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Develop questions prior to the interview/occurrence.	CYLAJO4.1.2.02	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO4.1.2.03	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Create a lead that answers the who, what, when, where, why, and how.	CYLAJO4.1.2.04	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO4.1.2.05	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Retail the event with accuracy if in narrative style.	CYLAJO4.1.2.06	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO4.1.2.07	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Exhibit balance of information in account (simultaneous rebuttal).	CYLAJO4.1.2.08	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Use transition words between sentences and paragraphs.	CYLAJO4.1.2.09	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Employ direct and indirect quotations.	CYLAJO4.1.2.10	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Maintain objectivity in written account.	CYLAJO4.1.2.11	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a news story in journalistic format.	Submit assigned piece by deadline.	CYLAJO4.1.2.12	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Analyze the effectiveness of published sports stories by professional writers.	CYLAJO4.1.3.01	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Develop questions prior to the interview/event.	CYLAJO4.1.3.02	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Conduct an interview with the interviewee(s).	CYLAJO4.1.3.03	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Create a lead that piques reader's attention.	CYLAJO4.1.3.04	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Prioritize the importance of gathered material.	CYLAJO4.1.3.05	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Retell the event with accuracy if in narrative style.	CYLAJO4.1.3.06	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Explain the event with accuracy if in expository style.	CYLAJO4.1.3.07	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Use transition words.	CYLAJO4.1.3.08	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Employ direct and indirect quotations.	CYLAJO4.1.3.09	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Capitalize on action verbs and adjectives.	CYLAJO4.1.3.10	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a sports story in journalistic format.	Submit assigned piece by deadline.	CYLAJO1.1.3.11	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Analyze the effectiveness of published editorials.	CYLAJO4.1.4.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Establish a thesis on a polarized issue.	CYLAJO4.1.4.02	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Concede to one of the opponent's arguments.	CYLAJO4.1.4.03	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Restate the thesis with three reasons of support.	CYLAJO4.1.4.04	
ELA	HS	Journalism IV	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce an editorial in journalistic format.	Submit assigned piece by deadline.	CYLAJO4.1.4.05	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will identify the parts of a newspaper.	Employ newsroom terminology.	CYLAJO4.2.1.03	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Discover the functions of the desktop publishing program.	CYLAJO4.2.2.01	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Demonstrate understanding of the terminology of the program.	CYLAJO4.2.2.02	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a template for a page.	CYLAJO4.2.2.03	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design legal-sized page using the options of the desktop publishing program.	CYLAJO4.2.2.04	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Design a tabloid-sized page using the options of the desktop publishing program.	CYLAJO4.2.2.05	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Import text from a word processed file onto a newspaper page.	CYLAJO4.2.2.06	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Adjust the size, font, style of the print on the newspaper page.	CYLAJO4.2.2.07	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will manipulate the desktop publishing program.	Tile and print the page from the desktop publishing program.	CYLAJO4.2.2.08	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will create a copy ready galley proof for the Prowler.	Relate directions to the printing company.	CYLAJO4.2.3.05	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Assess the white space and readability of a written page.	CYLAJO4.2.4.01	
ELA	HS	Journalism IV	Layout and production: All students will create and design completed page mechanicals using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to page mechanicals.	Use the digital camera to import art onto the newspaper page.	CYLAJO4.2.4.05	
ELA	HS	Journalism IV	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Reject sedition and intentional defamation of character from written submissions.	CYLAJO4.3.3.02	
ELA	HS	Journalism IV	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAJO4.3.3.03	
ELA	HS	Journalism IV	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Encourage criticism from readership.	CYLAJO4.3.3.04	
ELA	HS	Journalism IV	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Admit and correct published errors.	CYLAJO4.3.3.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Ethics and responsibilities: All students will demonstrate professionalism congruent to the school's code of ethics and established journalistic standards.	The students will demonstrate ethics in all journalism assignments.	Request prior approval from administration before distribution.	CYLAJO4.3.3.06	
ELA	HS	Journalism IV	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Determine validity of sources.	CYLAJO4.4.4.01	
ELA	HS	Journalism IV	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Identify slant through choice of words, statistics, context.	CYLAJO4.4.4.02	
ELA	HS	Journalism IV	Research: All students will use a variety of resources to research an assigned or personally accepted topic.	The students will use the print and electronic media to gather information.	Examine for simultaneous rebuttal, balanced reporting.	CYLAJO4.4.4.03	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Differentiate words commonly confused.	CYLAJO4.5.1.01	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Use correct grammar, punctuation, capitalization.	CYLAJO4.5.1.02	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Master the style rules for numbers, time, honorifics, titles.	CYLAJO4.5.1.03	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will apply the standards established in the "Washington Post Deskbook on Style", "The Associated Press Stylebook and Libel Manual", and other established style books.	Employ non-biased language to writing.	CYLAJO4.5.1.04	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Evaluate the style sheet of other school publications.	CYLAJO4.5.3.01	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Assess other writers' style errors.	CYLAJO4.5.3.02	
ELA	HS	Journalism IV	Style: All students will demonstrate journalistic style in their writing.	The students will analyze written work by fellow students and professional journalists.	Produce copy-ready text without style flaws.	CYLAJO4.5.3.03	
ELA	HS	Journalism IV	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Establish criteria for the designing and publishing of a newsletter.	CYLAJO3.1.3.02	
ELA	HS	Journalism IV	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Become familiar with the purpose, structure and audience for the company as an organizational newsletter.	CYLAJO3.1.3.03	
ELA	HS	Journalism IV	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Regularly report to the companies organizational contact to monitor progress.	CYLAJO3.1.3.04	
ELA	HS	Journalism IV	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Arrange interviews.	CYLAJO3.1.3.05	
ELA	HS	Journalism IV	Publish a newspaper and a newsletter.	Design and publish a newsletter for a local business or organization.	Layout and publish the piece.	CYLAJO3.1.3.06	
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Outline and storyboard a supplemental video to published story	CC.1.5.11-12F.1	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Record supplemental video to published story	CC.1.5.11-12F.2	
ELA	HS	Journalism IV	Create multimedia supplement to story	Design and execute supplemental video to published story	Edit and adjust volume, lighting, effects of supplemental video	CC.1.5.11-12F.3	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, interpret, and analyze various literary selections and make well-informed choices for oral interpretation.	Identify and develop a checklist of oral interpretation skills.	CYLASP.1.1.01	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, interpret, and analyze various literary selections and make well-informed choices for oral interpretation.	Evaluate and compile a list of different types of literature suitable for Oral Interpretation.	CYLASP.1.1.02	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, interpret, and analyze various literary selections and make well-informed choices for oral interpretation.	Identify author's purpose, tone and point of view.	CYLASP.1.1.03	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, summarize, and paraphrase information presented in informational texts.	Identify and evaluate the relevancy of information.	CYLASP.1.2.01	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, summarize, and paraphrase information presented in informational texts.	Synthesize information into classroom generated activities.	CYLASP.1.2.02	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will read, summarize, and paraphrase information presented in informational texts.	Evaluate the importance of speech communication in the modern age.	CYLASP.1.2.03	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will compare and contrast relatively uncommon technical terms used in informational texts.	Cite and/or identify unfamiliar vocabulary.	CYLASP.1.3.01	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will compare and contrast relatively uncommon technical terms used in informational texts.	Determine and/or compose useful meanings.	CYLASP.1.3.02	
ELA	HS	Speech	Reading: All students will demonstrate competence in applying the reading process to specific types of literary and informational texts.	The students will compare and contrast relatively uncommon technical terms used in informational texts.	Evaluate the effectiveness of information.	CYLASP.1.3.03	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will effectively gather and use information in the organization of messages according to the desired purposes.	Examine and identify various organizational patterns.	CYLASP.2.1.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will effectively gather and use information in the organization of messages according to the desired purposes.	Compile and create an extensive bibliography.	CYLASP.2.1.02	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will effectively gather and use information in the organization of messages according to the desired purposes.	Determine validity and utilize reliable, creditable, and verifiable evidence/resources.	CYLASP.2.1.03	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will improve their organizational skills by writing an informative or persuasive research-based speech outline for every formal classroom presentation.	Analyze and compare similarities and differences in outlining techniques.	CYLASP.2.2.01	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will improve their organizational skills by writing an informative or persuasive research-based speech outline for every formal classroom presentation.	Identify and show the need for supporting information.	CYLASP.2.2.02	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will improve their organizational skills by writing an informative or persuasive research-based speech outline for every formal classroom presentation.	Find and include statistics, surveys, facts, and examples which support, clarify and exemplify one's position.	CYLASP.2.2.03	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will prepare a marked and edited manuscript complete with an original introduction suitable for oral presentation.	Compile and use an individualized set of coded script markings.	CYLASP.2.3.01	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will prepare a marked and edited manuscript complete with an original introduction suitable for oral presentation.	Demonstrate and show examples of editing various selections.	CYLASP.2.3.02	
ELA	HS	Speech	Writing: All students will identify and prepare via written activities the stages involved in the major speech communication processes highlighted in the course.	The students will prepare a marked and edited manuscript complete with an original introduction suitable for oral presentation.	Compose an attention-getting original introduction designed to "hook" an audience.	CYLASP.2.3.03	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will increase individual awareness and demonstrate an understanding of the social and ethical responsibilities of communicators.	Distinguish differences and similarities on diverse opinions.	CYLASP.3.1.01	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will increase individual awareness and demonstrate an understanding of the social and ethical responsibilities of communicators.	Respond to and maintain an open mind on diverse opinions.	CYLASP.3.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will increase individual awareness and demonstrate an understanding of the social and ethical responsibilities of communicators.	Cite and judge examples of observed bias and prejudice.	CYLASP.3.1.03	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will increase individual awareness and demonstrate an understanding of the social and ethical responsibilities of communicators.	Recognize and interpret body language and nonverbal clues.	CYLASP.3.1.04	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will project respectful acceptance of individual differences.	Distinguish differences and similarities of individuals.	CYLASP.3.2.01	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will project respectful acceptance of individual differences.	Respond to and demonstrate courteous and respectful attitude toward others.	CYLASP.3.2.02	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will project respectful acceptance of individual differences.	Demonstrate and exhibit patience and self-control in interpersonal communications.	CYLASP.3.2.03	
ELA	HS	Speech	Viewing: All students will demonstrate appropriate audience behavior and be able to provide appropriate feedback to another speaker.	The students will project respectful acceptance of individual differences.	Identify and establish various ways to improve a speaker's stage presence.	CYLASP.3.2.04	
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will determine by observation, practical techniques for improving listening skills.	Identify and list ways to improve a presenter's content and delivery.	CYLASP.4.1.01	
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will determine by observation, practical techniques for improving listening skills.	Assess the overall effect of a presentation.	CYLASP.4.1.02	
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will determine by observation, practical techniques for improving listening skills.	Use feedback to check interpretation.	CYLASP.4.1.03	
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will become a critical and active listener.	Critique peers frequently citing strengths and weaknesses of presentations.	CYLASP.4.2.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will become a critical and active listener.	Participate in intelligent classroom discussions.	CYLASP.4.2.02	
ELA	HS	Speech	Listening: All students will demonstrate competency in the ability to manage barriers to listening, and to receive, construct meaning from, and respond to messages.	The students will become a critical and active listener.	Remain attentive and focused during peer presentations.	CYLASP.4.2.03	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will gain confidence in becoming more effective speakers.	Identify and define stage fright.	CYLASP.5.1.01	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will gain confidence in becoming more effective speakers.	Explain and cite ways to control stage fright.	CYLASP.5.1.02	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will gain confidence in becoming more effective speakers.	Deliver a series of impromptu speeches.	CYLASP.5.1.03	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will establish a rapport with other members of the class and increase their level of self-esteem and poise.	Participate in trust building activities.	CYLASP.5.2.01	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will establish a rapport with other members of the class and increase their level of self-esteem and poise.	Participate in a variety of short, ice-breaking activities.	CYLASP.5.2.02	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will establish a rapport with other members of the class and increase their level of self-esteem and poise.	Participate in a series of communication games.	CYLASP.5.2.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will learn to use their voices effectively.	Practice breathing exercises to enhance vocal qualities.	CYLASP.5.3.01	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will learn to use their voices effectively.	Practice reciting an assortment of tongue-twisters.	CYLASP.5.3.02	
ELA	HS	Speech	Speaking: All students will develop and demonstrate an awareness of themselves and others as participants in a wide range of public and private speech communication situations.	The students will learn to use their voices effectively.	Practice a selection using vocal techniques properly.	CYLASP.5.3.03	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present a variety of public address and oratory in-class communication activities.	Construct a variety of formal speech presentations according to desired purposes.	CYLASP.6.1.01	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present a variety of public address and oratory in-class communication activities.	Practice and deliver a series of short speeches for special occasions.	CYLASP.6.1.02	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present a variety of public address and oratory in-class communication activities.	Compose, develop, and present a variety of dialogues involving two speakers.	CYLASP.6.1.03	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will actively participate in both formal and informal group discussions within the classroom.	Participate in a variety of speech activities designed to foster group dynamics.	CYLASP.6.2.01	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will actively participate in both formal and informal group discussions within the classroom.	Use critiques for artful commentary to emphasize team building.	CYLASP.6.2.02	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will actively participate in both formal and informal group discussions within the classroom.	Participate in a series of discussion problems designed to encourage fluency and critical thinking skills.	CYLASP.6.2.03	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present several oral interpretation, drama, and/or radio and television broadcasting in-class communication activities.	Practice and present a series of oral readings.	CYLASP.6.3.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present several oral interpretation, drama, and/or radio and television broadcasting in-class communication activities.	Select, rehearse, and deliver a dramatic "cutting" suitable for performance.	CYLASP.6.3.02	
ELA	HS	Speech	Speaking: All students will demonstrate an introductory-level mastery of the major modes of speech communication.	The students will prepare and present several oral interpretation, drama, and/or radio and television broadcasting in-class communication activities.	Compose and participate in a segment of media-type scripting.	CYLASP.6.3.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of printed text.	CYLAML.1.1.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of the audio media.	CYLAML.1.1.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of television.	CYLAML.1.1.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of electronic media.	CYLAML.1.1.04	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of social media.	CYLAML.1.1.05	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of cellular and smart phones.	CYLAML.1.1.06	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the historical development of varied media.	Trace the historical development of images as communications including emojis.	CYLAML.1.1.07	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the relationship between the government and media.	Examine the release of information from governmental sources.	CYLAML.1.2.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the relationship between the government and media.	Examine the political cartoon.	CYLAML.1.2.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the relationship between the government and media.	Examine the roles and relationships of the press corps.	CYLAML.1.2.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the relationship between the government and media.	Examine political rhetoric and its use in the media.	CYLAML.1.2.04	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ethical considerations related to media.	Examine the First Amendment and its impact on the media.	CYLAML.1.3.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ethical considerations related to media.	Examine censorship in varied media and forms.	CYLAML.1.3.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ethical considerations related to media.	Determine the role and functions of watchdog groups.	CYLAML.1.3.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ethical considerations related to media.	Examine the standards established for media.	CYLAML.1.3.04	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine the impact of violence in varied media upon society.	CYLAML.1.4.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine the physiological results of increased media use.	CYLAML.1.4.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine the psychological results of increased media use.	CYLAML.1.4.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine the psychological results of increased screen time.	CYLAML.1.4.04	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine types of stereotyping created by media.	CYLAML.1.4.05	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the impact of varied media on society.	Examine bias created by media.	CYLAML.1.4.05	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine and differentiate between personal and mass media.	Identify varied media which hold roles in their personal lives.	CYLAML.1.5.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine and differentiate between personal and mass media.	Evaluate the impact of varied media in their personal lives.	CYLAML.1.5.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine and differentiate between personal and mass media.	Evaluate and differentiate the content from social media and its impact on society.	CYLAML.1.5.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the strategies and devices of advertising.	Identify the vocabulary of advertising	CYLAML.1.6.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the strategies and devices of advertising.	Determine the needs of consumers/audience	CYLAML.1.6.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the strategies and devices of advertising.	Distinguish the techniques used by advertisers	CYLAML.1.6.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the strategies and devices of advertising.	Analyze the use of image in advertising effectiveness	CYLAML.1.6.04	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the strategies and devices of advertising.	Understand and apply the use of subliminal advertising	CYLAML.1.6.05	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ownership of the media	Identify the top media moguls	CYLAML.1.7.01	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ownership of the media	Examine the specific holdings of the moguls	CYLAML.1.7.02	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ownership of the media	Identify the top social media companies.	CYLAML.1.7.03	
ELA	HS	Media Literacy	Examine the relationship between media and society.	Examine the ownership of the media	Recognize the relationship between ownership, spin, and bias in media productions.	CYLAML.1.7.03	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine the importance of audience.	CYLAML.2.1.01	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine intent of a media message.	CYLAML.2.1.02	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine language of a media message.	CYLAML.2.1.03	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine the form of a media message.	CYLAML.2.1.04	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine authorship of a media message.	CYLAML.2.1.05	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Examine the construction of communication in varied media.	Determine validity and effectiveness of a media message.	CYLAML.2.1.06	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Evaluate the motives and methods of mass media.	Identify the appeal to emotion.	CYLAML.2.2.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Evaluate the motives and methods of mass media.	Examine the neuro-physiology of communication.	CYLAML.2.2.02	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Evaluate the motives and methods of mass media.	Examine the steps and roles of the process of constructing mass media communications.	CYLAML.2.2.03	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Evaluate the motives and methods of mass media.	Examine the economic factors in mass media.	CYLAML.2.2.04	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of the elements of varied (print and non-print) media.	Evaluate the motives and methods of mass media.	Identify symbolism in mass media.	CYLAML.2.2.05	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Review various news organizations.	CYLAML.3.1.01	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Examine various types and forms of newspapers.	CYLAML.3.1.02	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Identify the impact of yellow journalism.	CYLAML.3.1.03	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Identify the parts and functions of all newspapers.	CYLAML.3.1.04	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Examine the forms, lay-outs, and presentations of various newspapers.	CYLAML.3.1.05	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the newspaper.	Examine awards for excellence for newspapers.	CYLAML.3.1.06	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the magazine.	Examine the history of the American magazine.	CYLAML.3.2.01	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the magazine.	Examine the types of magazines (trade journals, self-help, informational, entertainment. . .)	CYLAML.3.2.02	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the magazine.	Examine the forms, lay-outs, and presentations of various magazines.	CYLAML.3.2.03	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the visual image.	Examine the evolution of photography.	CYLAML.3.3.01	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the visual image.	Examine the critical elements of visual messages.	CYLAML.3.3.02	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the television.	Examine the types of television stations.	CYLAML.3.4.01	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the television.	Examine the types of streaming services.	CYLAML.3.4.02	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the television.	Examine the types of programs (documentary, entertainment, community service, news).	CYLAML.3.4.03	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the television.	Examine the concept of celebrity determined by the media (Reality TV shows, YouTube, and social media).	CYLAML.3.4.04	
ELA	HS	Media Literacy	Examine the varied types and forms of media.	Examine the forms and elements of the radio.	Examine the formats and types of radio stations and shows.	CYLAML.3.5.01	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy.	Identify and examine varied forms and uses of electronic media, technology, and communication.	Examine the dynamic and fluid state of electronic media.	CYLAML.4.1.01	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy.	Identify and examine varied forms and uses of electronic media, technology, and communication.	Examine the various methods and elements of electronic communication.	CYLAML.4.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy	Examine the internet and its use.	Evaluate the design of a site.	CYLAML.4.2.01	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy	Examine the internet and its use.	Evaluate the validity of information on a site.	CYLAML.4.2.02	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy	Examine the internet and its use.	Determine how to synthesize information to draw a valid conclusion.	CYLAML.4.2.03	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy	Produce communications in varied media.	Write, direct, edit, and perform a video ad campaign	CYLAML.4.3.01	
ELA	HS	Media Literacy	Demonstrate awareness and understanding of electronic literacy	Produce communications in varied media.	Write, direct, film, edit, and perform a video newscast	CYLAML.4.3.02	
ELA	HS	English Communications		Reading Informational Text	Determine a central idea of a text and analyze its development over the course of the text, including how supporting ideas connect to specific details; provide an objective summary of the text.	CYCCIA.1.2.9T.A	
ELA	HS	English Communications		Reading Informational Text	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and generalizations that lead to an author's explicit assumptions and beliefs about a subject.	CYCCIA.1.2.9T.B	
ELA	HS	English Communications		Reading Informational Text	Analyze how a text makes connections among and distinctions between individuals, ideas, or events and identify strategies to organize, introduce and develop those connections and distinctions.	CYCCIA.1.2.9T.C	
ELA	HS	English Communications		Reading Informational Text	Determine an author's point of view or purpose in a text and analyze how the conflicting evidence or viewpoints can advance the point of view.	CYCCIA.1.2.9T.D	
ELA	HS	English Communications		Reading Informational Text	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to identify the author's ideas and claims.	CYCCIA.1.2.9T.E	
ELA	HS	English Communications		Reading Informational Text	Analyze how figurative, connotative, and technical words and phrases shape meaning and tone including: -meaning of unknown and multiple-meaning words or phrases -use context as a clue to the meaning of a word or phrase -use of common, grade appropriate Greek or Latin affixes, roots and suffixes as clues to meaning of a word. -meaning of technical words and phrases used in a text. -understanding of figurate language, word relationships, and nuances in word meanings. -interoperation of figures of speech (e.g. verbal irony, puns) in context. -use the relationship between particular words to better understand each of words. -distinguishing among the connotations of words with similar denotations -determining how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings. in a text: analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.	CYCCIA.1.2.9T.F	
ELA	HS	English Communications		Reading Informational Text	Analyze various accounts of a subject told in different mediums (e.g. print or digital text, video, multimedia) to present a topic or idea and identify significant details.	CYCCIA.1.2.9T.G	
ELA	HS	English Communications		Reading Informational Text	Evaluate the argument and specific claims in a text, identifying valid evidence.	CYCCIA.1.2.9T.H	
ELA	HS	English Communications		Reading Informational Text	Analyze seminal U.S. documents of historical and literary significance, including how they provide conflicting information and where they disagree on matters of fact or interpretation -apply conflicting facts to real world situations	CYCCIA.1.2.9T.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English Communication	Reading Informational Text	Reading Informational Text	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. -meaning of unknown and multiple-meaning words or phrases -use context as a clue to the meaning of a word or phrase -use of common, grade appropriate Greek or Latin affixes, roots and suffixes as clues to meaning of a word. -meaning of technical words and phrases used in a text. -understanding of figurate language, word relationships, and nuances in word meanings. -interoperation of figures of speech (e.g. verbal irony, puns) in context. -use the relationship between particular words to better understand each of words. -distinguishing among the connotations of words with similar denotations	CYCLA.1.2.9T.J	
ELA	HS	English Communication	Reading Informational Text	Reading Informational Text	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CYCLA.1.2.9T.K	
ELA	HS	English Communication	Reading Informational Text	Reading Informational Text	Read and comprehend and literary non-fiction and informational text on grade level, reading independently and proficiently.	CYCLA.1.2.9T.L	
ELA	HS	English Communication	Reading Literature	Reading Literature	Determine a theme or central idea of a text and analyze its development over the course of a text, including how characters, setting and plot connect to specific details (mood, tone, foreshadowing, etc.); provide an objective summary of the text.	CYCLA.1.3.9T.A	
ELA	HS	English Communication	Reading Literature	Reading Literature	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and generalizations that lead to an author's explicit assumptions and beliefs about a subject.	CYCLA.1.3.9T.B	
ELA	HS	English Communication	Reading Literature	Reading Literature	Analyze how particular lines of dialogue or incidents in a story or drama shape and/or advance the plot, the theme and the complex characters.	CYCLA.1.3.9T.C	
ELA	HS	English Communication	Reading Literature	Reading Literature	Determine an author's point of view or purpose in a text and analyze how the conflicting evidence or viewpoints can advance the point of view.	CYCLA.1.3.9T.D	
ELA	HS	English Communication	Reading Literature	Reading Literature	Identify how an author's choices concerning the narrative form and text structure/order contribute to meaning, purpose and style.	CYCLA.1.3.9T.E	
ELA	HS	English Communication	Reading Literature	Reading Literature	Analyze how words and phrases shape meaning and tone in texts using grade-level figurative and connotative meanings.	CYCLA.1.3.9T.F	
ELA	HS	English Communication	Reading Literature	Reading Literature	Analyze the interpretation of a key scene in two different artistic mediums (video, live performance, etc.) Including what is emphasized or absent in each.	CYCLA.1.3.9T.G	
ELA	HS	English Communication	Reading Literature	Reading Literature	Analyze how historical events influence an author's choice on themes, topics, character types and/or other text elements (symbolism, allegory, etc.).	CYCLA.1.3.9T.H	
ELA	HS	English Communication	Reading Literature	Reading Literature	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CYCLA.1.3.9T.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English Communication		Reading Literature	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. -meaning of unknown and multiple-meaning words or phrases -use context as a clue to the meaning of a word or phrase -use of common, grade appropriate Greek or Latin affixes, roots and suffixes as clues to meaning of a word. -meaning of technical words and phrases used in a text. -understanding of figurate language, word relationships, and nuances in word meanings. -interoperation of figures of speech (e.g. verbal irony, puns) in context. -use the relationship between particular words to better understand each of words. -distinguishing among the connotations of words with similar denotations	CYCLA.1.3.9T.J	
ELA	HS	English Communication		Reading Literature	Read and comprehend and literary fiction on grade level, reading independently and proficiently.	CYCLA.1.3.9T.K	
ELA	HS	English Communication		Writing	Write informative/explanatory texts to examine a topic and identify how to incorporate complex ideas, concepts, and information clearly.	CYCLA.1.4.9T.A	
ELA	HS	English Communication		Writing	Identify and introduce the topic, task and audience clearly.	CYCLA.1.4.9T.B	
ELA	HS	English Communication		Writing	Develop and analyze the topic with relevant and well-chosen facts, definitions and concrete details, quotations, or other information and examples appropriate to the audience; include graphics and multimedia when useful in aiding comprehension.	CYCLA.1.4.9T.C	
ELA	HS	English Communication		Writing	Organize ideas, concepts, and information into topics and subtopics following a specific text structure (cause/effect, compare/contrast, etc.); use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CYCLA.1.4.9T.D	
ELA	HS	English Communication		Writing	Write with an awareness of the stylistic aspects of composition.	CYCLA.1.4.9T.E	
ELA	HS	English Communication		Writing	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	CYCLA.1.4.9T.E.01	
ELA	HS	English Communication		Writing	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CYCLA.1.4.9T.E.02	
ELA	HS	English Communication		Writing	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCLA.1.4.9T.F	
ELA	HS	English Communication		Writing	Write arguments to support claim logically (text structure and textual evidence).	CYCLA.1.4.9T.G	
ELA	HS	English Communication		Writing	Introduce a claim with a supporting argument.	CYCLA.1.4.9T.H	
ELA	HS	English Communication		Writing	Distinguish claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each according to the audience's knowledge level and understanding.	CYCLA.1.4.9T.I	
ELA	HS	English Communication		Writing	Write with an awareness of the stylistic aspects of composition.	CYCLA.1.4.9T.K	
ELA	HS	English Communication		Writing	Use precise language and domain-specific vocabulary to maintain a formal voice.	CYCLA.1.4.9T.K.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English Communication	Writing		Use sentences of varying length and complexity that maintain a formal style according to grade level norms.	CYCLA.1.4.9T.K.02	
ELA	HS	English Communication	Writing		Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, -explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences --Form and use verbs in the active and passive voice. --Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. --Recognize and correct inappropriate shifts in verb voice and mood. --Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier. --Recognize and correct inappropriate shifts in pronoun number and person. --Recognize and correct vague pronouns. - Recognize and correct inappropriate shifts in verb tense. --Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. --Correctly use frequently confused words -Ensure subject-verb and pronoun-antecedent agreement --Use punctuation to indicate a pause or break (comma, ellipsis, dash) --Use an ellipsis to indicated an omission. --Spell correctly. - Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements --Use punctuation to separate items in a series.	CYCLA.1.4.9T.L	
ELA	HS	English Communication	Writing		Write narratives to develop real or imagined experiences or events.	CYCLA.1.4.9T.M	
ELA	HS	English Communication	Writing		Establish context by setting up a problem, a point of view and introducing a narrator and/or character(s).	CYCLA.1.4.9T.N	
ELA	HS	English Communication	Writing		Use narrative techniques such as dialogue, description, reflection and pacing to develop experiences, events and/or characters; brainstorm multiple plot lines; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	CYCLA.1.4.9T.O	
ELA	HS	English Communication	Writing		Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clause to convey cohesion. Experiment with a variety of way to sequence events and show relationships between experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	CYCLA.1.4.9T.P	
ELA	HS	English Communication	Writing		Write with an awareness of the stylistic aspects of writing.	CYCLA.1.4.9T.Q	
ELA	HS	English Communication	Writing		Use parallel structure.	CYCLA.1.4.9T.Q01	
ELA	HS	English Communication	Writing		Use various sentences, phrases and clauses to add variety and interest.	CYCLA.1.4.9T.Q02	
ELA	HS	English Communication	Writing		Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CYCLA.1.4.9T.S	
ELA	HS	English Communication	Writing		With guidance and support from teacher, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CYCLA.1.4.9T.T	
ELA	HS	English Communication	Writing		Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CYCLA.1.4.9T.U	
ELA	HS	English Communication	Writing		Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriated; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CYCLA.1.4.9T.V	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English Communication		Writing	Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format citation.	CYCLA.1.4.9T.W	
ELA	HS	English Communication		Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CYCLA.1.4.9T.X	
ELA	HS	English Communication		Speaking and Listening	Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CYCLA.1.5.9T.A	
ELA	HS	English Communication		Speaking and Listening	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. Identify any unfair evidence (exaggerated or distorted)	CYCLA.1.5.9T.C	
ELA	HS	English Communication		Speaking and Listening	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CYCLA.1.5.9T.D	
ELA	HS	English Communication		Speaking and Listening	Adapt speech to a variety of contexts and tasks.	CYCLA.1.5.9T.E	
ELA	HS	English Communication		Speaking and Listening	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CYCLA.1.5.9T.F	
ELA	HS	English Communication		Speaking and Listening	Demonstrate command of the conventions of Standard English when speaking based on grade 9 level and content.	CYCLA.1.5.9T.G	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	CYPALA.1.0.A	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	CYPALA.1.0.B	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how vulnerability and connecting to others impacts a performance	CYPALA.1.0.C	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore the basics of human emotion and how we manage them	CYPALA.1.0.D	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore and discover connections between others.	CYPALA.1.0.E	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Learn how to be more comfortable with oneself and others.	CYPALA.1.0.F	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Understand the basic physiology of stage fright/anxiety and how to start managing it.	CYPALA.1.0.G	
ELA	HS	Theater Arts	THEATRE AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Recognize the barriers that we often put up to keep us from truly being seen and show an ability to lower them when performing	CYPALA.1.0.H	
ELA	HS	Theater Arts	THEATRE AWARENESS	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Share experiences and personal connections with classmates	CYPALA.1.0.I	
ELA	HS	Theater Arts	THEATRE AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CYCLA.1.5.11.A	
ELA	HS	Theater Arts	THEATRE AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CYCLA.1.5.11.F	
ELA	HS	Theater Arts	THEATRE BASICS	Students will become familiar with the basic aspects of a theater space and what is needed for theatre to occur.	Identify the basic technical elements of theatre and explain how the constraints of physical space affect the use of those elements.	CYPALA.2.0.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Theater Arts	THEATRE BASICS	Students will become familiar with the basic aspects of a theater space and what is needed for theatre to occur.	Identify the basic elements of theatre and explain how they interact with each other.	CYPALA.2.0.B	
ELA	HS	Theater Arts	THEATRE BASICS	Students will become familiar with the basic aspects of a theater space and what is needed for theatre to occur.	Demonstrate technical vocabulary regarding stage directions, types of stages, parts of a theater building and basic staging.	CYPALA.2.0.C	
ELA	HS	Theater Arts	THEATRE BASICS	Students will become familiar with the basic aspects of a theater space and what is needed for theatre to occur.	Recognize the ways in which technical elements contribute to an audience's understanding and appreciation of a performance.	CYPALA.2.0.C	
ELA	HS	Theater Arts	THEATRE BASICS	Students will become familiar with the basic aspects of a theater space and what is needed for theatre to occur.	Understand the Mechanism of Story and the role that it plays in a performance	CYPALA.2.0.D	
ELA	HS	Theater Arts	THEATRE BASICS	Students will construct meaning by analyzing, comparing, critiquing and integrating concepts from theatre and other art forms from a variety of contexts and cultures.	Identify the origins and basic evolution of theatre over time throughout history. (Early Civilization-Modern)	CYPALA.2.1.A	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Shape character choices by understanding the basic story of the selected piece.	CYPALA.3.0.A	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene.	CYPALA.3.0.B	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.3.0.C	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Understand the basic parts of acting: Text and Feeling and the role that vulnerability plays in the communication of those two elements.	CYPALA.3.0.D	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Discuss and pay attention to the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.3.0.E	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Select, analyze, and interpret artistic work for presentation.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.3.0.F	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Practice and refine a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.3.1.A	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Discover how bold and truthful choices shape believable and sustainable performances and implement them effectively.	CYPALA.3.1.B	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Perform a scripted drama/theatre work for a specific audience.	CYPALA.3.1.C	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Discover how feeling and emotions are expressed through vocal and physical cues	CYPALA.3.1.D	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Understand and demonstrate the difference between feeling without text and text without feeling	CYPALA.3.1.E	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Demonstrate an ability to allow oneself to feel what the text/story/moment is asking them to feel.	CYPALA.3.1.F	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Demonstrate an ability to make and take the adjustments that are given to the actor.	CYPALA.3.1.G	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Prepare an artistic work for presentation.	Understand and show the difference between acting as "DOING" vs. acting as "BEING"	CYPALA.3.1.H	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Perceive, analyze and reflect on artistic work as an audience member and performer	As an audience, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.A	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Perceive, analyze and reflect on artistic work as an audience member and performer	Demonstrate an understanding of multiple interpretations of a performance.	CYPALA.3.2.B	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Perceive, analyze and reflect on artistic work as an audience member and performer	As a performer, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.C	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Perceive, analyze and reflect on artistic work as an audience member and performer	Discuss and share what was effective/not effective about a performance	CYPALA.3.2.D	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Use pitch to create variation in vocal delivery.	CYPALA.3.3.A	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Use projection to reach audience and vary performance.	CYPALA.3.3.B	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Enunciate properly while maintaining character.	CYPALA.3.3.C	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Apply an appropriate pace to a performance	CYPALA.3.3.D	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Demonstrate the ability to use pausing and beats for dramatic effect.	CYPALA.3.3.E	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Understand and demonstrate the ability to stay "on breath" during a performance	CYPALA.3.3.F	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Analyze the possible motivations behind movement or action.	CYPALA.3.3.G	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Explore and implement effective gestures/physical choices for character	CYPALA.3.3.H	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Demonstrate the use of levels and variation of voice in acting.	Eliminate superfluous fidgeting, pacing and movement	CYPALA.3.3.I	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Students write for different purposes and audiences	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CYCLA.1.4.11.O	
ELA	HS	Theater Arts	INTRO TO THE WORKSHOP / HOW WE WORK	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CYCLA.1.4.10.T	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Build an environment where actors can trust each other, support each other with bold choices, and feel comfortable trying and failing	CYPALA.4.0.A	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Learn the rules and guidelines for improv as well as several performance type improv games	CYPALA.4.0.B	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Participate in a series of warmup activities that help build support and confidence.	CYPALA.4.0.C	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Explore and share personal connections and experiences where improvisation occurs in real life.	CYPALA.4.0.D	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Recognize (and participate in) the two major forms of improvisation comedy: Short-Form and Long-Form.	CYPALA.4.0.E	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Understand the basics of AGREEMENT and how to find ways to keep an improv scene going. (Yes, And, Character of the Space, Base Reality)	CYPALA.4.0.F	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Demonstrate the ability to apply truthful OBJECT WORK into an improvisational scene.	CYPALA.4.0.G	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Understand the difference between showing vs. telling when improvising.	CYPALA.4.0.H	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Understand the importance of active listening in an improv scene and apply active listening through the scenework.	CYPALA.4.0.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Demonstrate an ability to share the stage with other people through "Give and Take."	CYPALA.4.0.J	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Display an ability to stay committed throughout a scene or improv activity.	CYPALA.4.0.K	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Present scenes and characters by using the "top of their intelligence" (the ability to respond in truthful ways to stimuli).	CYPALA.4.0.L	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Understand the forms of denial in improvisation and the ability to identify them.	CYPALA.4.0.M	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Analyze scenes and short comedy sketches to help discover and understand important improvisation concepts.	CYPALA.4.0.N	
ELA	HS	Theater Arts	IMPROVISATION	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.	Present scenes and characters by using the "top of their intelligence" (the ability to respond in truthful ways to stimuli).	CYPALA.4.0.O	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize the ways in which technical elements contribute to the audiences' understanding and appreciation of a performance.	CYPALA.5.0.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Discuss some of the visual and aural elements that convey environments (time, place) which support the text/story.	CYPALA.5.0.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize coherent stage management, promotional and business plans	CYPALA.5.0.C	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Understand the basic elements of a production process (How does a show get produced?)	CYPALA.5.0.D	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Articulate how some positions in the production team hierarchy contribute to the production process.	CYPALA.5.0.E	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the audition and casting process.	Understand the basic elements of the audition process	CYPALA.5.1.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the audition and casting process.	Discover and demonstrate an understanding of how to audition more effectively.	CYPALA.5.1.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the audition and casting process.	Explore some of the key expectations and roles of casting and auditioning.	CYPALA.5.1.C	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the audition and casting process.	Prepare and present a script (monologue or scene) for an audition, showing an ability to perform well	CYPALA.5.1.D	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Perceive, analyze and reflect on the audition and casting process.	Understand how to prepare and present an audition (LIVE and SELF-TAPED)	CYPALA.5.1.E	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Demonstrate an understanding of acting as a career.	Describe the typical lifestyle of the working professional actor.	CYPALA.5.2.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Demonstrate an understanding of acting as a career.	Explore positive and negative aspects of acting as a career.	CYPALA.5.2.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Demonstrate an understanding of acting as a career.	Identify the basic materials needed to start an acting career.	CYPALA.5.2.C	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Career Awareness and Preparation	Relate careers to individual interests, abilities and aptitudes	13.1.11.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Career Awareness and Preparation	Analyze career options based on personal interests, abilities, aptitudes, achievement and goals.	13.1.11.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Career Awareness and Preparation	Apply effective speaking and listening skills used in a job interview	13.2.11.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply and demonstrate how character relationships assist in telling the story of a drama/theatre work.	CYPALA.6.0.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply appropriate character choices by understanding the basic story of the selected piece.	CYPALA.6.0.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene	CYPALA.6.0.C	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.6.0.D	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply the basic parts of acting. Text and Feeling an how vulnerability plays in their communication.	CYPALA.6.0.E	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.6.0.F	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply bold acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.6.1.A	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.6.1.B	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply bold and truthful choices that shape a believable and sustainable performance	CYPALA.6.1.C	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Prepare, memorize and perform a scripted drama/theatre work for a specific audience	CYPALA.6.1.D	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply how feeling and emotions are expressed through vocal and physical cues	CYPALA.6.1.E	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Perform a piece that demonstrates adequate amount of moment to moment feeling	CYPALA.6.1.F	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply the skill of allowing oneself to feel what the text/story/moment is asking them to feel.	CYPALA.6.1.G	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Apply the skill of making and taking the adjustments that are given to the actor.	CYPALA.6.1.H	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Rehearse and practice lines and blocking for final performance.	CYPALA.6.1.I	
ELA	HS	Theater Arts	PULLING IT ALL TOGETHER	Prepare an artistic work for FINAL presentation.	Collaborate and practice performance with colleagues	CYPALA.6.1.J	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	CYPALA.1.0.A	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	CYPALA.1.0.B	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how vulnerability and connecting to others impacts a performance	CYPALA.1.0.C	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore the basics of human emotion and how we manage them	CYPALA.1.0.D	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore and discover connections between others.	CYPALA.1.0.E	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Learn how to be more comfortable with oneself and others.	CYPALA.1.0.F	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Understand the basic physiology of stage fright/anxiety and how to start managing it.	CYPALA.1.0.G	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Recognize the barriers that we often put up to keep us from truly being seen	CYPALA.1.0.H	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Share experiences and personal connections with classmates	CYPALA.1.0.I	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11.A	
ELA	HS	Acting I	UNIT 1: REFOCUSING ACTING AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11.F	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Shape character choices by understanding the basic story of the selected piece.	CYPALA.3.0.A	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene.	CYPALA.3.0.B	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.3.0.C	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Understand the basic parts of acting: Text and Feeling and the role that vulnerability plays in the communication of those two elements.	CYPALA.3.0.D	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Discuss and pay attention to the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.3.0.E	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Select, analyze, and interpret artistic work for presentation.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.3.0.F	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Practice and refine a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.3.1.A	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Discover how bold and truthful choices shape believable and sustainable performances.	CYPALA.3.1.B	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Perform a scripted drama/theatre work for a specific audience.	CYPALA.3.1.C	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Discover how feeling and emotions are expressed through vocal and physical cues	CYPALA.3.1.D	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Understand the difference between feeling without text and text without feeling	CYPALA.3.1.E	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Demonstrate an ability to allow oneself to feel what the text/story/moment is asking them to feel.	CYPALA.3.1.F	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Demonstrate an ability to make and take the adjustments that are given to the actor.	CYPALA.3.1.G	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Prepare an artistic work for presentation.	Understand the difference between acting as "DOING" vs. acting as "BEING"	CYPALA.3.1.H	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Perceive, analyze and reflect on artistic work as an audience member and performer	As an audience, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.A	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Perceive, analyze and reflect on artistic work as an audience member and performer	Demonstrate an understanding of multiple interpretations of a performance.	CYPALA.3.2.B	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Perceive, analyze and reflect on artistic work as an audience member and performer	As a performer, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.C	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Perceive, analyze and reflect on artistic work as an audience member and performer	Discuss and share what was effective/not effective about a performance	CYPALA.3.2.D	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Perceive, analyze and reflect on artistic work as an audience member and performer	Study self by means of video to determine areas of strength/need.	CYPALA.3.2.E	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Use pitch to create variation in vocal delivery.	CYPALA.3.3.A	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Use projection to reach audience and vary performance.	CYPALA.3.3.B	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Enunciate properly while maintaining character.	CYPALA.3.3.C	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Apply an appropriate pace to a performance	CYPALA.3.3.D	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Demonstrate the ability to use pausing and beats for dramatic effect.	CYPALA.3.3.E	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Understand and demonstrate the ability to stay "on breath" during a performance	CYPALA.3.3.F	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Analyze the possible motivations behind movement or action.	CYPALA.3.3.G	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Explore and implement effective gestures/physical choices for character	CYPALA.3.3.H	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Demonstrate the use of levels and variation of voice in acting.	Eliminate superfluous fidgeting, pacing and movement	CYPALA.3.3.I	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Students write for different purposes and audiences	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11.O	
ELA	HS	Acting I	UNIT 2: FINDING AND SHARING YOUR VOICE	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.10.T	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply and demonstrate how character relationships assist in telling the story of a drama/theatre work.	CYPALA.6.0.A	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply appropriate character choices by understanding the basic story of the selected piece.	CYPALA.6.0.B	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene	CYPALA.6.0.C	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.6.0.D	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply the basic parts of acting: Text and Feeling an how vulnerability plays in their communication.	CYPALA.6.0.E	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.6.0.F	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply bold acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.6.1.A	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.6.1.B	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply bold and truthful choices that shape a believable and sustainable performance	CYPALA.6.1.C	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Prepare, memorize and perform a scripted drama/theatre work for a specific audience	CYPALA.6.1.D	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply how feeling and emotions are expressed through vocal and physical cues	CYPALA.6.1.E	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Perform a piece that demonstrates adequate amount of moment to moment feeling	CYPALA.6.1.F	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply the skill of allowing oneself to feel what the text/story/moment is asking them to feel.	CYPALA.6.1.G	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Apply the skill of making and taking the adjustments that are given to the actor.	CYPALA.6.1.H	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Rehearse and practice lines and blocking for final performance.	CYPALA.6.1.I	
ELA	HS	Acting I	UNIT 2: FINDING & SHARING YOUR VOICE	Prepare an artistic work for FINAL presentation.	Collaborate and practice performance with colleagues	CYPALA.6.1.J	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize the ways in which technical elements contribute to the audiences' understanding and appreciation of a performance.	CYPALA.5.0.A	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Discuss some of the visual and aural elements that convey environments (time, place) which support the text/story.	CYPALA.5.0.B	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize coherent stage management, promotional and business plans	CYPALA.5.0.C	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Understand the basic elements of a production process (How does a show get produced?)	CYPALA.5.0.D	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Articulate how some positions in the production team hierarchy contribute to the production process.	CYPALA.5.1.E	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the audition and casting process.	Understand the basic elements of the audition process	CYPALA.5.1.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the audition and casting process.	Discover and demonstrate an understanding of how to audition more effectively.	CYPALA.5.1.B	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the audition and casting process.	Explore some of the key expectations and roles of casting and auditioning.	CYPALA.5.1.C	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the audition and casting process.	Prepare and present a script (monologue or scene) for an audition	CYPALA.5.1.D	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Perceive, analyze and reflect on the audition and casting process.	Understand how to prepare and present an audition (LIVE and SELF-TAPED)	CYPALA.5.1.E	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Rehearsal, discuss and select a play to perform.	CYPALA.7.0.A	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Cast the play with students from class.	CYPALA.7.0.B	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Set rehearsal schedules and plans.	CYPALA.7.0.C	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Memorize lines and blocking for performance.	CYPALA.7.0.D	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Create, understand and demonstrate appropriate blocking for scenes.	CYPALA.7.0.E	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Create a marketing campaign for the show.	CYPALA.7.0.F	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Coordinate the ticket sales, posters and programs for the show.	CYPALA.7.0.G	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Facilitate the music, lights, sound and other technical elements for the show.	CYPALA.7.0.H	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Perform the show multiple times.	CYPALA.7.0.I	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Demonstrate an ability to prepare, organize and perform a final show.	Analyze and evaluate the performances and make changes.	CYPALA.7.0.J	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Career Retention and Advancement	Evaluate and exhibit personal attitudes and work habits that support career advancement and retention.	13.3.11.A	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Career Retention and Advancement	Evaluate and exhibit conflict resolution skills as they relate to the workplace	13.3.11.B	
ELA	HS	Acting I	UNIT 3: THE CLASS PLAY IN ONE ACT	Career Retention and Advancement	Evaluate and exhibit time management strategies and their application to both personal and work situations	13.3.11.E	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Define the basic needs of the professional actor.	CYPALA.5.2.A	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Describe the typical lifestyle of the typical professional actor.	CYPALA.5.2.B	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	List positive and negative aspects of acting as a career.	CYPALA.5.2.C	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Identify college programs for actor preparation.	CYPALA.5.2.D	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Identify the methods for selecting audition materials.	CYPALA.5.2.E	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Identify and utilize appropriate audition etiquette.	CYPALA.5.2.F	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Demonstrate an understanding of acting as a career.	Research and study experiences of working actors	CYPALA.5.2.G	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Relate careers to individual interests, abilities and aptitudes	13.1.11.A	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Analyze career options based on personal interests, abilities, aptitudes, achievement and goals.	13.1.11.B	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	13.1.11.C	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Evaluate school-based opportunities for career awareness/preparation.	13.1.11.D	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Justify the selection of a career	13.1.11.E	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Apply effective speaking and listening skills used in a job interview	13.2.11.A	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Career Awareness and Preparation	Develop and assemble career acquisition documents (acting resume, headshot, recommendations)	13.2.11.C	
ELA	HS	Acting I	UNIT 4: THE BUSINESS OF ACTING	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in groups	Initiate and participate effectively in a range of collaborative discussions based on grade-level topics, texts, and issues that build on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11.A	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	CYPALA.1.0.A	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	CYPALA.1.0.B	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Investigate how vulnerability and connecting to others impacts a performance	CYPALA.1.0.C	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore the basics of human emotion and how we manage them	CYPALA.1.0.D	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Explore and discover connections between others.	CYPALA.1.0.E	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Learn how to be more comfortable with oneself and others.	CYPALA.1.0.F	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Understand the basic physiology of stage fright/anxiety and how to start managing it.	CYPALA.1.0.G	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Recognize the barriers that we often put up to keep us from truly being seen	CYPALA.1.0.H	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Synthesize and relate knowledge and personal experiences to make art.	Share experiences and personal connections with classmates	CYPALA.1.0.I	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11.A	
ELA	HS	Acting II	UNIT 1: SOLIDIFYING ACTING AWARENESS	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Shape character choices by understanding the basic story of the selected piece.	CYPALA.3.0.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene.	CYPALA.3.0.B	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.3.0.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Understand the basic parts of acting: Text and Feeling and the role that vulnerability plays in the communication of those two elements.	CYPALA.3.0.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Discuss and pay attention to the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.3.0.E	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Select, analyze, and interpret artistic work for presentation.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.3.0.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Practice and refine a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.3.1.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Discover how bold and truthful choices shape believable and sustainable performances.	CYPALA.3.1.B	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Perform a scripted drama/theatre work for a specific audience.	CYPALA.3.1.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Discover how feeling and emotions are expressed through vocal and physical cues	CYPALA.3.1.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Understand the difference between feeling without text and text without feeling	CYPALA.3.1.E	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Demonstrate an ability to allow oneself to feel what the text/story/moment is asking them to feel.	CYPALA.3.1.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Demonstrate an ability to make and take the adjustments that are given to the actor.	CYPALA.3.1.G	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for presentation.	Understand the difference between acting as "DOING" vs. acting as "BEING"	CYPALA.3.1.H	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Perceive, analyze and reflect on artistic work as an audience member and performer	As an audience, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Perceive, analyze and reflect on artistic work as an audience member and performer	Demonstrate an understanding of multiple interpretations of a performance.	CYPALA.3.2.B	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Perceive, analyze and reflect on artistic work as an audience member and performer	As a performer, respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	CYPALA.3.2.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Perceive, analyze and reflect on artistic work as an audience member and performer	Discuss and share what was effective/not effective about a performance	CYPALA.3.2.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Use pitch to create variation in vocal delivery.	CYPALA.3.3.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Use projection to reach audience and vary performance.	CYPALA.3.3.B	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Enunciate properly while maintaining character.	CYPALA.3.3.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Apply an appropriate pace to a performance	CYPALA.3.3.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Demonstrate the ability to use pausing and beats for dramatic effect.	CYPALA.3.3.E	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Understand and demonstrate the ability to stay "on breath" during a performance	CYPALA.3.3.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Analyze the possible motivations behind movement or action.	CYPALA.3.3.G	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Explore and implement effective gestures/physical choices for character	CYPALA.3.3.H	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Demonstrate the use of levels and variation of voice in acting.	Eliminate superfluous fidgeting, pacing and movement	CYPALA.3.3.I	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Students write for different purposes and audiences	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11.O	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.10.T	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply and demonstrate how character relationships assist in telling the story of a drama/theatre work.	CYPALA.6.0.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply appropriate character choices by understanding the basic story of the selected piece.	CYPALA.6.0.B	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Identify the basic emotions and feelings that might be included in the moment of the scene	CYPALA.6.0.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Show an ability to select a piece that accurately showcases the performer's talent level and/or type	CYPALA.6.0.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply the basic parts of acting: Text and Feeling an how vulnerability plays in their communication.	CYPALA.6.0.E	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply the beats or moments of the piece where the feelings/emotion/or story shifts.	CYPALA.6.0.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply bold acting techniques to expand skills in a rehearsal or drama/theatre performance	CYPALA.6.1.A	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply a range of acting skills to build a believable and sustainable drama/theatre performance.	CYPALA.6.1.B	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply bold and truthful choices that shape a believable and sustainable performance	CYPALA.6.1.C	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Prepare, memorize and perform a scripted drama/theatre work for a specific audience	CYPALA.6.1.D	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply how feeling and emotions are expressed through vocal and physical cues	CYPALA.6.1.E	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Perform a piece that demonstrates adequate amount of moment to moment feeling	CYPALA.6.1.F	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply the skill of allowing oneself to feel what the text/story/moment is asking them to feel.	CYPALA.6.1.G	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Apply the skill of making and taking the adjustments that are given to the actor.	CYPALA.6.1.H	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Rehearse and practice lines and blocking for final performance.	CYPALA.6.1.I	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Prepare an artistic work for FINAL presentation.	Collaborate and practice performance with colleagues	CYPALA.6.1.J	
ELA	HS	Acting II	UNIT 2: THE ACTOR'S JOB	Career Awareness and Preparation	Apply effective speaking and listening skills used in a job interview	13.2.11.A	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Demonstrate an understanding of acting as a career.	Define the basic needs of the professional actor.	CYPALA.5.2.A	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Demonstrate an understanding of acting as a career.	Describe the typical lifestyle of the typical professional actor.	CYPALA.5.2.B	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Demonstrate an understanding of acting as a career.	List positive and negative aspects of acting as a career.	CYPALA.5.2.C	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Demonstrate an understanding of acting as a career.	Identify and utilize appropriate audition etiquette.	CYPALA.5.2.F	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Demonstrate an understanding of acting as a career.	Research and study experiences of working actors	CYPALA.5.2.G	
ELA	HS	Acting II	UNIT 3: LEARNING FROM THE GREATS	Career Awareness and Preparation	Relate careers to individual interests, abilities and aptitudes	13.1.11.A	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize the ways in which technical elements contribute to the audiences' understanding and appreciation of a performance.	CYPALA.5.0.A	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Discuss some of the visual and aural elements that convey environments (time, place) which support the text/story.	CYPALA.5.0.B	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Recognize coherent stage management, promotional and business plans	CYPALA.5.0.C	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Understand the basic elements of a production process (How does a show get produced?)	CYPALA.5.0.D	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the artistic and technical duties of a production staff.	Articulate how some positions in the production team hierarchy contribute to the production process.	CYPALA.5.1.E	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the audition and casting process.	Understand the basic elements of the audition process	CYPALA.5.1.A	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the audition and casting process.	Discover and demonstrate an understanding of how to audition more effectively.	CYPALA.5.1.B	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the audition and casting process.	Explore some of the key expectations and roles of casting and auditioning.	CYPALA.5.1.C	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the audition and casting process.	Prepare and present a script (monologue or scene) for an audition	CYPALA.5.1.D	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Perceive, analyze and reflect on the audition and casting process.	Understand how to prepare and present an audition (LIVE and SELF-TAPED)	CYPALA.5.1.E	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Reathrough, discuss and select a play to perform.	CYPALA.7.0.A	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Cast the play with students from class.	CYPALA.7.0.B	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Set rehearsal schedules and plans.	CYPALA.7.0.C	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Memorize lines and blocking for performance.	CYPALA.7.0.D	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Create, understand and demonstrate appropriate blocking for scenes.	CYPALA.7.0.E	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Create a marketing campaign for the show.	CYPALA.7.0.F	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Coordinate the ticket sales, posters and programs for the show.	CYPALA.7.0.G	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Facilitate the music, lights, sound and other technical elements for the show.	CYPALA.7.0.H	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Perform the show multiple times.	CYPALA.7.0.I	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Demonstrate an ability to prepare, organize and perform a final show.	Analyze and evaluate the performances and make changes.	CYPALA.7.0.J	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Career Retention and Advancement	Evaluate personal attitudes and work habits that support career advancement and retention.	13.3.11.A	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Career Retention and Advancement	Evaluate conflict resolution skills as they relate to the workplace	13.3.11.B	
ELA	HS	Acting II	UNIT 4: THE CLASS PLAY IN TWO ACTS	Career Retention and Advancement	Evaluate time management strategies and their application to both personal and work situations	13.3.11.E	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Career Awareness and Preparation	Develop and assemble career acquisition documents (acting resume, headshot, recommendations)	13.2.11.C	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Students present appropriately in formal speaking situations, listen critically and respond intelligently as individuals and in groups	Initiate and participate effectively in a range of collaborative discussions based on grade-level topics, texts, and issues that build on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11.A	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Demonstrate an understanding of acting as a career.	Identify college programs for actor preparation.	CYPALA.5.2.D	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Demonstrate an understanding of acting as a career.	Identify the methods for selecting audition materials.	CYPALA.5.2.E	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Career Awareness and Preparation	Analyze career options based on personal interests, abilities, aptitudes, achievement and goals.	13.1.11.B	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Career Awareness and Preparation	Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	13.1.11.C	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Career Awareness and Preparation	Evaluate school-based opportunities for career awareness/preparation.	13.1.11.D	
ELA	HS	Acting II	UNIT 5: FINALIZING CYP A PORTFOLIO	Career Awareness and Preparation	Justify the selection of a career	13.1.11.E	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to the various historical, literary, and philosophical issues of the Greco-Roman Period.	Analyze literary selections using formal structure and logic.	CYLAHU.2.1.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Assess the achievements of the two time periods by producing personal responses in a Humanities Journal.	CYLAHU.2.2.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Analyze literary selections using formal structure and logic.	CYLAHU.2.2.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students produce written responses to the various historical, literary, and philosophical issues of the Medieval-Renaissance Periods.	Compare and contrast the historical and societal developments of the two periods.	CYLAHU.2.2.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Produce comparative study of time periods showing universal nature of mankind.	CYLAHU.2.3.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Analyze literary selections using formal structure and logic.	CYLAHU.2.3.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various historical, literary, and philosophical issues of America.	Assess the achievements of society by producing personal responses in a Humanities Journal.	CYLAHU.2.3.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Create an original concept of Utopia.	CYLAHU.2.4.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze the "accuracy" of various Utopian literary works.	CYLAHU.2.4.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze literary selections using formal structure and logic.	CYLAHU.2.4.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Analyze events of the late 20th century which reflect the spirit of idealism.	CYLAHU.2.4.04	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will produce written responses to various Utopian concepts.	Assess the efficacy of various Utopian concepts by producing personal responses in a Humanities Journal.	CYLAHU.2.4.05	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Identify all rhetorical and artistic techniques specified in the prompt.	CYLAHU.2.5.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Utilize text quotes/extracts as supporting evidence.	CYLAHU.2.5.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will determine the synthesis of rhetorical, structural, narrative, and artistic techniques in prose fiction and verse.	Explain their use and synthesis to support thematic concept.	CYLAHU.2.5.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Utilize a controlling idea.	CYLAHU.2.6.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Pattern supporting concepts into a structure to deliver meaning.	CYLAHU.2.6.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize standard techniques to convey meaning.	Construct an effective opening and closing paragraph.	CYLAHU.2.6.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Identify unknown vocabulary from literary works and determine meaning.	CYLAHU.2.7.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Incorporate new learnings into original writings.	CYLAHU.2.7.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will utilize concise vocabulary and syntax when generating personal texts.	Eliminate wordiness in original writings through application of concise diction.	CYLAHU.2.7.03	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Identify misplaced modifiers, tense inconsistencies, shifting narrative voice, redundancies, incorrect use of clauses, wordiness in student writing.	CYLAHU.2.8.01	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Suggest remedial alternatives.	CYLAHU.2.8.02	
ELA	HS	Honors Humanities	All students will demonstrate competence in general skills of the writing process in creating various types of writing.	The students will recognize and correct specific grammatical and/or mechanical weaknesses in personal writings.	Incorporate corrections in personal writings.	CYLAHU.2.8.03	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will use valid sources to support a logical thesis.	Assess the validity of a source.	CYLAHU.3.1.01	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will use valid sources to support a logical thesis.	Construct logical support of a thesis using information from valid sources.	CYLAHU.3.1.02	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will give credit for others' ideas using parenthetical documentation according to MLA standards.	Identify the ethical issues surrounding who owns the information.	CYLAHU.3.2.01	
ELA	HS	Honors Humanities	Research: All students will effectively gather and use information for research purposes.	The students will give credit for others' ideas using parenthetical documentation according to MLA standards.	Incorporate information into the report crediting the correct source.	CYLAHU.3.2.02 I	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will develop and apply personal, shared, and academic experiences in speaking situations.	Demonstrate ability to lead and participate in group and class discussions.	CYLAHU.4.1.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will develop and apply personal, shared, and academic experiences in speaking situations.	Present research findings.	CYLAHU.4.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Examine visual performances of literary selections.	CYLAHU.4.2.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Determine similarities and differences in the presentations.	CYLAHU.4.2.02	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will evaluate the written text of a selection against its visual counterpart.	Evaluate overall effects.	CYLAHU.4.2.03	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Extrapolate major points.	CYLAHU.4.3.01	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Determine if information presented is valid, sound, well-defined, and well-supported.	CYLAHU.4.3.02	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Respond to information presented.	CYLAHU.4.3.03	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Appraise the influence of various recognized artists on other artists and on people in general.	CYLAHU.4.3.04	
ELA	HS	Honors Humanities	Speaking/Listening/Viewing: All students will demonstrate competence in speaking, listening, and viewing.	The students will interpret various forms of media including videos, films, TV programs, musical recordings, works of art, and presentations.	Examine the issue of cause-and-effect of society on the artist and vice versa.	CYLAHU.4.3.05	
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Identify the usage error.	CYLAHU.5.1.01	
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Determine the correct usage.	CYLAHU.5.1.02	
ELA	HS	Honors Humanities	Grammar and Usage: All students will demonstrate an understanding of the nature and function of the English language.	The students will eliminate usage errors when writing and speaking.	Practice the correct forms.	CYLAHU.5.1.03	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Examine biased viewpoints.	CYLAHU.6.1.01	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Evaluate efficacy of information.	CYLAHU.6.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Identify the tone and purpose of information presented.	CYLAHU.6.1.03	
ELA	HS	Honors Humanities	Reading: All students will read to solve problems, make decisions, and draw conclusions.	The students will examine the structure and logic of non fiction dealing with issues of society.	Synthesize information into a conclusion.	CYLAHU.6.1.04	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CYCCLA.1.4.12.C	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	CYCCLA.1.4.12.D	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CYCCLA.1.4.12.E.02	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCCLA.1.4.12.F	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write arguments to support claims in an analysis of substantive topics.	CYCCLA.1.4.12.G	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Introduce the precise, knowledgeable claim.	CYCCLA.1.4.12.H.01	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	CYCCLA.1.4.12.I	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	CYCCLA.1.4.12.J	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCCLA.1.4.12.R	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CYCCLA.1.4.12.T	
ELA	HS	College in HS: Composition	Writing-Argumentative	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	CYCCLA.1.4.12.U	
ELA	HS	College in HS: Composition	Writing-Descriptive	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and technique such as metaphor, simile, and analogy to manage the complexity of the topic.	CYCCLA.1.4.12.E.01	
ELA	HS	College in HS: Composition	Writing-Descriptive	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCCLA.1.4.12.F	



Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	College in HS: Composition	Writing-Process Analysis	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CYCLA.1.4.12.A	
ELA	HS	College in HS: Composition	Writing-Process Analysis	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CYCLA.1.4.12.B	
ELA	HS	College in HS: Composition	Writing-Process Analysis	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with an awareness of the stylistic aspects of composition.	CYCLA.1.4.12.E	
ELA	HS	College in HS: Composition	Writing-Process Analysis	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use precise language, domain-specific vocabulary, and technique such as metaphor, simile, and analogy to manage the complexity of the topic.	CYCLA. 1.4.12.E.01	
ELA	HS	College in HS: Composition	Writing-Process Analysis	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CYCLA.1.4.12.F	
ELA	HS	College in HS: Composition	Writing-Reflection	Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with a sharp distinct focus identifying topic, task, and audience.	CYCLA.1.4.12.H	
ELA	HS	College in HS: Composition	Writing-Reflection	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with awareness of the stylistic aspects of composition.	CYCLA.1.4.12.K	
ELA	HS	College in HS: Composition	Writing-Reflection	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,punctuation, and spelling.	CYCLA.1.4.12.R	
ELA	HS	Learners Preparing for Success	You Gotta Know Yourself	Career Awareness and Preparation	Relate careers to individual interests, abilities, and aptitudes.	CYLAIPS.1.1	
ELA	HS	Learners Preparing for Success	You Gotta Know Yourself	Career Awareness and Preparation	Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	CYLAIPS.1.2	
ELA	HS	Learners Preparing for Success	You Gotta Know Yourself	Career Awareness and Preparation	Justify the selection of a career.	CYLAIPS.1.3	
ELA	HS	Learners Preparing for Success	You Gotta Know Yourself	Career Awareness and Preparation	Analyze the relationship between career choices and career preparation opportunities	CYLAIPS.1.4	
ELA	HS	Learners Preparing for Success	My Life Skills for Success	Career Retention and Advancement	Evaluate personal attitudes and work habits that support career retention and advancement	CYLAIPS.2.1	
ELA	HS	Learners Preparing for Success	My Life Skills for Success	Career Retention and Advancement	Evaluate conflict resolution skills as they relate to the workplace	CYLAIPS.2.2	
ELA	HS	Learners Preparing for Success	My Life Skills for Success	Career Retention and Advancement	Evaluate time management strategies and their application to both personal and work situations	CYLAIPS.2.4	
ELA	HS	Learners Preparing for Success	My Networking and Lifelong Learning Plans	Career Retention and Advancement	Evaluate the impact of lifelong learning on career retention and advancement.	CYLAIPS.2.5	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Career Acquisition	Apply effective speaking and listening skills used in a job interview.	CYLAIPS.3.1	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Career Acquisition	Develop and assemble, for career portfolio placement, career acquisition documents	CYLAIPS.3.2	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Career Acquisition	Analyze, revise, and apply an individualized career portfolio to chosen career path	CYLALPS.3.3	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Career Acquisition	Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge	CYLALPS.3.4	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Reading Informational Text	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CYCCLA.1.2.A	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Reading Informational Text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CYCCLA.1.2.B	
ELA	HS	Learners Preparing for Success	My Education and Career Plans	Reading Informational Text	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and over reliance on any one source and following a standard format for citation.	CYCCLA.1.4.W	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Reading Informational Text	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CYCCLA.1.2.A	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Reading Informational Text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CYCCLA.1.2.B	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Writing	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CYCCLA.1.4.11C	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CYCCLA.1.4.11S	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Writing	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CYCCLA.1.4.V	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Writing	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and over reliance on any one source and following a standard format for citation.	CYCCLA.1.4.W	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CYCCLA.1.5.A	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	CYCCLA.1.5.C	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CYCCLA.1.5.D	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Adapt speech to a variety of contexts and tasks.	CYCCLA.1.5.E	
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CYCCLA.1.5.F	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Learners Preparing for Success	My Communication Skills for the Future	Speaking and Listening	Demonstrate command of the conventions of standard English when speaking based on grade 12 level and content.	CYCLA.1.5.G	
ELA	HS	Learners Preparing for Success	My Financial Plans	Career Retention and Advancement	Develop a personal budget based on career choice	CYLALPS.2.3	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Define libel, slander, plagiarism, copyright, fair use and obscenity as it pertains to publishing a school yearbook.	CYLAYRBK1.1.01	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Understand the importance of concepts like prominence, proximity, timeliness, human interest and entertainment.	CYLAYRBK1.1.02	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Analyze award-winning yearbooks.	CYLAYRBK1.1.03	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Develop ethical, aesthetic, and cultural values through the examination of other yearbooks and other forms of print publication.	CYLAYRBK1.1.04	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAYRBK1.1.05	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Examine the various purposes behind the production of a yearbook.	CYLAYRBK1.2.01	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Understand the objectives of a yearbook publication.	CYLAYRBK1.2.02	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Evaluate the marketability of a yearbook.	CYLAYRBK1.2.03	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Recognize the significance of a sales campaign.	CYLAYRBK1.2.04	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Understand the relevance of deadlines.	CYLAYRBK1.2.05	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Meet all deadlines.	CYLAYRBK1.2.06	
ELA	HS	Yearbook	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Participate in the distribution of the published text.	CYLAYRBK1.2.07	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Analyze the effectiveness of published feature stories by award-winning yearbook writers.	CYLAYRBK2.1.01	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Recognize and understand the &quot;quote/transition&quot; format of feature writing that is common to yearbook publications.	CYLAYRBK2.1.02	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Identify the parts of the quote/transition feature and the fundamental story elements.	CYLAYRBK2.1.03	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Develop questions prior to the interview/event.	CYLAYRBK.2.1.04	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Conduct a personal interview with interviewee(s).	CYLAYRBK.2.1.05	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Establish a "novelty lead" to pique the reader's interest.	CYLAYRBK.2.1.06	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Write an accurate story in past tense, maintaining active voice that uses quotes properly.	CYLAYRBK.2.1.07	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Submit the assigned piece by deadline.	CYLAYBK.2.1.08	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Analyze the effectiveness of published captions by award-winning yearbook writers.	CYLAYRBK.2.2.01	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Recognize the role of captions and the elements of caption writing.	CYLAYRBK.2.2.02	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Identify the seven types of captions.	CYLAYRBK.2.2.03	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Devise a lead-in for the photo that focuses on the center of interest.	CYLAYRBK.2.2.04	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Write a description sentence utilizing one of the seven caption types.	CYLAYRBK.2.2.05	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Write the background and/or additional information that cannot be seen in the photograph.	CYLAYRBK.2.2.06	
ELA	HS	Yearbook	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Submit assigned piece by deadline.	CYLAYRBK.2.2.07	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Label the parts of a yearbook using standard yearbook terminology such as headline, lead, eyeline, gutter, entry point, multiple, signature, etc.	CYLAYRBK.3.1.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Dissect the sections of the yearbook for purpose and effect.	CYLAYRBK.3.1.02	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Employ yearbook terminology.	CYLAYRBK.3.1.03	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Recognize theme.	CYLAYRBK.3.2.01	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Evaluate the theme of award-winning yearbook publications.	CYLAYRBK.3.2.02	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Contribute to the development of the Panther theme in individual sections and spreads	CYLAYRBK.3.2.03	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Identify the five major sections of a yearbook and the percentage of coverage allotted each section according to CSPA (Columbia Scholastic Press Association).	CYLAYRBK.3.2.04	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Recognize the importance of coverage, particularly as it relates to marketability.	CYLAYRBK.3.2.05	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Utilize a variety of coverage techniques appropriate to the theme of the publication, consistent to the individual section.	CYLAYRBK.3.2.06	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Understand the role of the ladder and contribute to the revision of the ladder as necessary.	CYLAYRBK.3.2.07	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Discover the functions of the Yeartech Online program.	CYLAYRBK.3.3.01	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Demonstrate understanding of the terminology of the program.	CYLAYRBK.3.3.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Design a template for a spread using the rules of yearbook layout design.	CYLAYRBK.3.3.03	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Import text and pictures onto a spread.	CYLAYRBK.3.3.04	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Adjust the size, font and/or style of the print as appropriate on the spread.	CYLAYRBK.3.3.05	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Adjust the size and resolution of pictures as appropriate to the spread.	CYLAYRBK.3.3.06	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Save the spread for submission by deadline.	CYLAYRBK.3.3.07	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Appreciate the roles of white space, rail, and framing margins as they enhance readability and design.	CYLAYRBK.3.4.01	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Analyze the visual appeal of award-winning yearbook publications.	CYLAYRBK.3.4.02	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Recognize the significance of cross gutter design as it lends itself to movement and unity of a spread.	CYLAYRBK.3.4.03	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Appreciate the significance of the dominant photo.	CYLAYRBK.3.4.04	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Implement cross gutter design and dominant photo placement.	CYLAYRBK.3.4.05	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Identify the eyeline and recognize its relevance.	CYLAYRBK.3.4.06	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Identify elements of typography.	CYLAYRBK.3.4.07	
ELA	HS	Yearbook	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Manipulate typography for effect and readability.	CYLAYRBK.3.4.08	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Define libel, slander, plagiarism, copyright, fair use and obscenity as it pertains to publishing a school yearbook.	CYLAYRBK1.1.01	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Understand the importance of concepts like prominence, proximity, timeliness, human interest and entertainment.	CYLAYRBK1.1.02	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Analyze award-winning yearbooks.	CYLAYRBK1.1.03	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Develop ethical, aesthetic, and cultural values through the examination of other yearbooks and other forms of print publication.	CYLAYRBK1.1.04	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the roles and responsibilities of a free press in a democratic society	Exhibit integrity with fellow students, the community, the faculty, and the administration.	CYLAYRBK.1.1.05	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Examine the various purposes behind the production of a yearbook.	CYLAYRBK.1.2.01	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Understand the objectives of a yearbook publication.	CYLAYRBK.1.2.02	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Evaluate the marketability of a yearbook.	CYLAYRBK.1.2.03	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Recognize the significance of a sales campaign.	CYLAYRBK.1.2.04	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Understand the relevance of deadlines.	CYLAYRBK.1.2.05	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Meet all deadlines.	CYLAYRBK.1.2.06	
ELA	HS	Yearbook II	Role of the Media: All students will understand the role of the yearbook as a print form	The students will recognize the Panther production as a business.	Participate in the distribution of the published text.	CYLAYRBK.1.2.07	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Analyze the effectiveness of published feature stories by award-winning yearbook writers.	CYLAYRBK.2.1.01	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Recognize and understand the &quot;transition&quot; format of feature writing that is common to yearbook publications.	CYLAYRBK.2.1.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Identify the parts of the quote/transition feature and the fundamental story elements.	CYLAYRBK.2.1.03	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Develop questions prior to the interview/event.	CYLAYRBK.2.1.04	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Conduct a personal interview with interviewee(s).	CYLAYRBK.2.1.05	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Establish a &quot;novelty lead&quot; to pique the reader's interest.	CYLAYRBK.2.1.06	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Write an accurate story in past tense, maintaining, active voice that uses quotes properly.	CYLAYRBK.2.1.07	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce a feature story in journalistic yearbook format.	Submit the assigned piece by deadline.	CYLAYRBK.2.1.08	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Analyze the effectiveness of published captions by award-winning yearbook writers.	CYLAYRBK.2.2.01	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Recognize the role of captions and the elements of caption writing.	CYLAYRBK.2.2.02	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Identify the seven types of captions.	CYLAYRBK.2.2.03	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Devise a lead-in for the photo that focuses on the center of interest.	CYLAYRBK.2.2.04	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Write a description sentence utilizing one of the seven caption types.	CYLAYRBK.2.2.05	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Write the background and/or additional information that cannot be seen in the photograph.	CYLAYRBK.2.2.06	
ELA	HS	Yearbook II	Writing: All students will demonstrate competence in producing writing appropriate to the assignment.	The students will produce caption writing.	Submit assigned piece by deadline.	CYLAYRBK.2.2.07	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Label the parts of a yearbook using standard yearbook terminology such as headline, lead, eyeline, gutter, entry point, multiple, signature, etc.	CYLAYRBK.3.1.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Dissect the sections of the yearbook for purpose and effect.	CYLAYRBK.3.1.02	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will identify the parts of a yearbook.	Employ yearbook terminology.	CYLAYRBK.3.1.03	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Recognize theme.	CYLAYRBK.3.2.01	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Evaluate the theme of award-winning yearbook publications.	CYLAYRBK.3.2.02	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Contribute to the development of the Panther theme in individual sections and spreads	CYLAYRBK.3.2.03	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Identify the five major sections of a yearbook and the percentage of coverage allotted each section according to CSPA (Columbia Scholastic Press Association).	CYLAYRBK.3.2.04	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Recognize the importance of coverage, particularly as it relates to marketability.	CYLAYRBK.3.2.05	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Utilize a variety of coverage techniques appropriate to the theme of the publication, consistent to the individual section.	CYLAYRBK.3.2.06	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will understand the production process and the stages of production.	Understand the role of the ladder and contribute to the revision of the ladder as necessary.	CYLAYRBK.3.2.07	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Discover the functions of the Yeartech Online program.	CYLAYRBK.3.3.01	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Demonstrate understanding of the terminology of the program.	CYLAYRBK.3.3.02	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Design a template for a spread using the rules of yearbook layout design.	CYLAYRBK.3.3.03	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Import text and pictures onto a spread.	CYLAYRBK.3.3.04	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Adjust the size, font and/or style of the print as appropriate on the spread.	CYLAYRBK.3.3.05	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Adjust the size and resolution of pictures as appropriate to the spread.	CYLAYRBK.3.3.06	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will manipulate the online publishing program.	Save the spread for submission by deadline.	CYLAYRBK.3.3.07	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Appreciate the roles of white space, rail, and framing margins as they enhance readability and design.	CYLAYRBK.3.4.01	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Analyze the visual appeal of award-winning yearbook publications.	CYLAYRBK.3.4.02	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Recognize the significance of cross gutter design as it lends itself to movement and unity of a spread.	CYLAYRBK.3.4.03	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Appreciate the significance of the dominant photo.	CYLAYRBK.3.4.04	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Implement cross gutter design and dominant photo placement.	CYLAYRBK.3.4.05	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Identify the eyeline and recognize its relevance.	CYLAYRBK.3.4.06	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Identify elements of typography.	CYLAYRBK.3.4.07	
ELA	HS	Yearbook II	Layout and Production: All students will create and design completed spreads using the conventions of design and utilizing available technology.	The students will recognize the importance of art and layout to aesthetic value of spreads.	Manipulate typography for effect and readability.	CYLAYRBK.3.4.08	
ELA	HS	Yearbook II	Produce and publish a yearbook and spring supplement.	Students will plan and execute a complete book production from start to finish.	Develop a theme and determine how it will be executed.	CYLAYRBK2.1.1.01	
ELA	HS	Yearbook II	Produce and publish a yearbook and spring supplement.	Students will plan and execute a complete book production from start to finish.	Determine and articulate the formatting of the yearbook based on traditional or chronological organization and provide instructions for completion of said formatting.	CYLAYRBK2.1.1.02	
ELA	HS	Yearbook II	Produce and publish a yearbook and spring supplement.	Students will plan and execute a complete book production from start to finish.	Arrange and oversee the business aspects including advertising and sales.	CYLAYRBK2.1.1.03	
ELA	HS	Yearbook II	Produce and publish a yearbook and spring supplement.	Students will plan and execute a complete book production from start to finish.	Organize, oversee and maintain the yearbook staff in appropriate roles.	CYLAYRBK2.1.1.04	
ELA	HS	Yearbook II	Produce and publish a yearbook and spring supplement.	Students will plan and execute a complete book production from start to finish.	Troubleshoot problems and answer questions so that work can be completed accurately and successfully in a timely manner.	CYLAYRBK2.1.1.05	
ELA	HS	Video Production	Creativity & Innovation	Demonstrate creative thinking and construct knowledge	Apply existing knowledge to generate new ideas, products, and processes	CYLAVP.1.1.01	
ELA	HS	Video Production	Creativity & Innovation	Demonstrate creative thinking and construct knowledge	Create original works as a means of personal or group expression with intent and purpose	CYLAVP.1.1.02	
ELA	HS	Video Production	Creativity & Innovation	Demonstrate creative thinking and construct knowledge	Identify trends, styles, techniques and forecast possibilities	CYLAVP.1.1.03	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Explore and document video shooting techniques and vocabulary	CYLAVP1.2.01	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Demonstrate how audience, purpose, and goal impact a final video product	CYLAVP.1.2.02	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Compare and contrast various video mediums, formats, and file types	CYLAVP.1.2.03	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Organize, plan, and storyboard a video sequence	CYLAVP.1.2.04	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Identify audience, purpose, and goals for a video sequence	CYLAVP.1.2.05	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Identify shot techniques appropriate for video sequence	CYLAVP.1.2.06	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Use music to enhance a story	CYLAVP.1.2.07	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Create a video documenting an action sequence with match edits	CYLAVP.1.2.08	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Use natural sound to enhance a story	CYLAVP.1.2.09	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Use a voiceover to enhance a story	CYLAVP.1.2.10	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Incorporate imagery through the use of composition	CYLAVP.1.2.11	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Edit and produce a public service announcement, news package, creative piece, and interview	CYLAVP.1.2.12	
ELA	HS	Video Production	Creativity & Innovation	Develop innovative products and processes using technology	Use a variety of shot compositions	CYLAVP.1.2.13	
ELA	HS	Video Production	Communication & Collaboration	Use digital media and environments to communicate and work collaboratively	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media	CYLAVP.2.1.01	
ELA	HS	Video Production	Communication & Collaboration	Use digital media and environments to communicate and work collaboratively	Communicate information and ideas effectively to multiple audiences using a variety of formats	CYLAVP.2.1.02	
ELA	HS	Video Production	Communication & Collaboration	Use digital media and environments to communicate and work collaboratively	Contribute to project teams to produce original works to solve problems	CYLAVP.2.1.03	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Plan strategies and guide inquiry	CYLAVP.3.1.01	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media	CYLAVP.3.1.02	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Evaluate and select information sources and digital tools based on the appropriateness to specific tasks	CYLAVP.3.1.03	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Conduct and film interviews or relevant sources	CYLAVP.3.1.04	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Research and select a news story focus	CYLAVP.3.1.05	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Research and write interview questions	CYLAVP.3.1.06	
ELA	HS	Video Production	Research & Information Fluency	Apply digital tools to gather, evaluate, and use information	Research career areas in video production	CYLAVP.3.1.07	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Identify and define authentic problems and significant questions for investigation	CYLAVP.4.1.01	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Plan and manage activities to develop a solution or complete a project	CYLAVP.4.1.02	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Collect and analyze data to identify solutions and or make informed decisions	CYLAVP.4.1.03	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Use multiple processes and diverse prospective to explore alternative solutions	CYLAVP.4.1.04	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Develop a shot list/storyboard	CYLAVP.4.1.05	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Plan a shot for an action event	CYLAVP.4.1.06	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Plan and manage a project with multiple steps, prioritizing and assigning duties	CYLAVP.4.1.07	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Evaluate and analyze news stories	CYLAVP.4.1.08	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Analyze and evaluate public service announcements	CYLAVP.4.1.09	
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Create and manage a project proposal	CYLAVP.4.1.10	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Video Production	Critical Thinking, Problem Solving, & Decision Making	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Conduct peer reviews of projects, planning, and media	CYLAVP.4.1.11	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Advocate and practice safe, legal, and responsible use of information and technology	CYLAVP.5.1.01	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Use technology and supports collaboration, learning and productivity	CYLAVP.5.1.02	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Exhibit leadership for digital citizenship	CYLAVP.5.1.03	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Understand and apply the journalistic code of ethics	CYLAVP.5.1.04	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Understand and apply copyright and fair use laws to video productions	CYLAVP.5.1.05	
ELA	HS	Video Production	Digital Citizenship	Understand human, cultural and societal issues related to technology and practice legal ethical behavior	Incorporate feedback and criticism into final media project	CYLAVP.5.1.06	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Understand and use technology productively	CYLAVP.6.1.01	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Select and use applications effectively and productively	CYLAVP.6.1.02	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Troubleshoot systems and applications	CYLAVP.6.1.03	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Transfer current knowledge to learning of new technologies	CYLAVP.6.1.04	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Log and organize video clips	CYLAVP.6.1.05	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Recognize and apply various video shooting techniques: rule of thirds, wide and tight shots, zooms and pans	CYLAVP.6.1.06	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Capture ambient sound	CYLAVP.6.1.07	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Record Foley sound	CYLAVP.6.1.08	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Create match edits of the same subject	CYLAVP.6.1.09	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Shoot and edit b-roll footage	CYLAVP.6.1.10	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Demonstrate ability to set up for an interview on location and shoot b-roll footage	CYLAVP.6.1.11	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Record and incorporate narration	CYLAVP.6.1.12	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Create J- and L- cuts	CYLAVP.6.1.13	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Use titler to create supers and other on-screen text	CYLAVP.6.1.14	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Export project to web-ready video	CYLAVP.6.1.15	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Record and edit audio clips and text	CYLAVP.6.1.16	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Create motion and text animation and video special effects	CYLAVP.6.1.17	
ELA	HS	Video Production	Technology Operations & Concepts	Demonstrate a sound understanding of technology concepts, systems and operations	Set up a 3 point lighting set up and manipulate for desired effect	CYLAVP.6.1.18	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Write in active voice	CYLAVP.7.1.01	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Develop copy for news, feature, and sports stories	CYLAVP.7.1.02	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Develop a script for a newscast using the teleprompter	CYLAVP.7.1.03	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Write a script for a PSA	CYLAVP.7.1.04	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Create storyboards for a PSA or feature	CYLAVP.7.1.05	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Write a project proposal for an advertisement or public service announcements	CYLAVP.7.1.06	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Create and draft interview questions	CYLAVP.7.1.07	
ELA	HS	Video Production	Writing For Video	Write news releases, news stories, news scripts, and PSAs	Proofread, edit, and revise scripts for effectiveness and time constraints	CYLAVP.7.1.08	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Relate careers to individual interests, abilities, and aptitudes	13.1.11.A	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	13.1.11.B	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	13.1.11.C	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Evaluate school-based opportunities for career awareness/preparation, including career portfolio, registered apprenticeship, and school-based enterprise	13.1.11.D	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Analyze the relationship between career choices and career preparation opportunities	13.1.11.F	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	13.1.11.G	
ELA	HS	Video Production	The Business of Television Production	Explore career options and awareness	Evaluate time management strategies and their application to both personal and work situations	13.3.11.E	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write narratives to develop real or imagined experiences or events.	CC.1.4.11-12.M	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11-12.N	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11-12.O	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11–12.P	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	CC.1.4.11–12.Q	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11–12.R	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11–12.S	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11–12.T	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	CC.1.4.11–12.U	
ELA	HS	Creative Writing	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11–12.X	
ELA	HS	Public Relations		Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Identify the role of Public Relations in an organization and media	CC.1.5.11–12.A	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	Public Relations		Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Explain the major components of a Public Relations Model	CC.1.5.11-12.A	
ELA	HS	Public Relations		Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Differentiate the role of Internal and External Publics	CC.1.5.11-12.D	
ELA	HS	Public Relations		Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Investigate various means to communicate with the media	CC.1.5.11-12.A	
ELA	HS	Public Relations		Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Identify the strategies to publicize an event to various publics	CC.1.5.11-12.D	
ELA	HS	Public Relations		Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Evaluate the appropriate strategies to create a public relations program for an organization	CC.1.5.11-12.D	
ELA	HS	Public Relations		Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Analyze how to communicate effectively with various publics with a vested interest in a public relations program	CC.1.5.11-12.C	
ELA	HS	Public Relations		Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Apply key components to evaluate the effectiveness of a public relations program	CC.1.5.11-12.D	
ELA	HS	Public Relations		Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Evaluate key public relations strategies for a crisis situation	CC.1.5.11-12.D	
ELA	HS	Public Relations		Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Compare and contrast legal and ethical issues relevant to public relations	CC.1.5.11-12.C	
ELA	HS	English I	Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CYCLA.1.4.10.T	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text	L.F.1.1.1 CC.1.3.9-10.B	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	L.F.1.1.2 CC.1.3.9-10.A	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively develop characters, advance the plot, or develop the theme.	L.F.1.1.3 CC.1.3.9-10.C	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify and/or apply a synonym or antonym of a word used in a text.	L.F.1.2.1 CC.1.3.9-10.I	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.F.1.2.2 CC.1.3.9-10.I CC.1.3.9-10.J	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words	L.F.1.2.3 CC.1.3.9-10.J CC.1.3.9-10.J	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	Draw conclusions about connotations of words.	L.F.1.2.4 CC.1.3.9-10.J CC.1.3.9-10.J	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs	L.F.1.3.1 CC.1.3.9-10.A CC.1.3.9-10.B	
ELA	HS	English I	Reading for Meaning—Fiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a fictional text, in part or as a whole.	L.F.1.3.2 CC.1.3.9-10.A	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	L.F.2.1.1	
ELA	HS	English I	Literature—Fiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	L.F.2.1.2 CC.1.3.9-10.B	
ELA	HS	English I	Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.F.2.2.1 CC.1.3.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	L.F.2.2.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.F.2.2.3 CC.1.3.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text	L.F.2.3.1 CC.1.3.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)	L.F.2.3.2 CC.1.3.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action	L.F.2.3.3 CC.1.3.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify, explain, and analyze the structure of poems and sound devices.	L.F.2.5.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Fiction	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	L.F.2.5.3	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Identify and/or analyze the author's intended purpose of a text.	L.N.1.1.1	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	L.N.1.1.2	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	L.N.1.1.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	Explain how an author's use of key words or phrases in text informs and influences the reader.	L.N.1.1.4 CC.1.2.9-10.F	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Identify and/or apply a synonym or antonym of a word used in a text.	L.N.1.2.1 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	L.N.1.2.2 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	L.N.1.2.3 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to determine and clarify meaning of vocabulary in literature	Draw conclusions about connotations of words.	L.N.1.2.4 CC.1.2.9-10.J CC.1.2.9-10.K	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	L.N.1.3.1 CC.1.2.9-10.A CC.1.2.9-10.B	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Summarize the key details and events of a nonfictional text: in part or as a whole.	L.N.1.3.2 CC.1.2.9-10.A	
ELA	HS	English I	Reading for Meaning—Nonfiction	Use appropriate strategies to comprehend literature during the reading process.	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	L.N.1.3.3 CC.1.2.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Make inferences and/or draw conclusions based on analysis of a text.	L.N.2.1.1 CC.1.2.9-10.B	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to make and support interpretations of literature.	Cite evidence from a text to support generalizations.	L.N.2.1.2 CC.1.2.9-10.B	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary forms.	Analyze how literary form relates to and/or influences meaning of a text.	L.N.2.2.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	L.N.2.2.3 CC.1.2.9-10.G	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul>	L.N.2.3.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	L.N.2.3.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	L.N.2.3.3 CC.1.2.9-10.A CC.1.2.9-10.C	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>	L.N.2.3.4	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>	L.N.2.3.5	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to compare, analyze, and evaluate literary elements.		L.N.2.3.6 CC.1.2.9-10.D	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	<ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	L.N.2.4.1 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Differentiate between fact and opinion.	L.N.2.5.1	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	L.N.2.5.2	
ELA	HS	English I	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	Distinguish essential from nonessential information.	L.N.2.5.3	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with a sharp controlling point and an awareness of the audience and task.	C.IE.1.1.1 CC.1.4.9-10.B	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Demonstrate an understanding of the purpose with relevant information, content, and details.	C.IE.1.1.2 CC.1.4.9-10.C	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	C.IE.1.1.3 CC.1.4.9-10.D	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	C.IE.1.1.4 CC.1.4.9-10.E	
ELA	HS	English I	Text Types and Purposes—Informative/Explanatory	Write informative and explanatory pieces that describe, explain, or summarize information or ideas.	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	C.IE.1.1.5 CC.1.4.9-10.F	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use a variety of sentence structures	C.IE.2.1.1 C.A.2.1.1 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use precise language to create clarity, voice, and tone.	C.IE.2.1.2 C.A.2.1.2 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to eliminate wordiness and redundancy.	C.IE.2.1.3 C.A.2.1.3 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise to delete irrelevant details.	C.IE.2.1.4 C.A.2.1.4 CC.1.4.9-10.E	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Use the correct form of commonly confused words; use logical transitions.	C.IE.2.1.5 C.A.2.1.5	
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Combine sentences for cohesiveness and unity.	C.IE.2.1.6 C.A.2.1.6 CC.1.4.9-10.E	

Subject	Level	Course	Unit	Standard	Benchmarks	CY Number for	PA Eligible
ELA	HS	English I	Revision	Revise writing to improve style, meaning, word choice, and sentence variety.	Revise sentences for clarity.	C.IE.2.1.7 C.A.2.1.7 CC.1.4.9-10.E	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Spell all words correctly.	C.IE.3.1.1 C.A.3.1.1 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Use capital letters correctly.	C.IE.3.1.2 C.A.3.1.2 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).	C.IE.3.1.3 C.A.3.1.3 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	C.IE.3.1.4 C.A.3.1.4 CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.11-12.R	
ELA	HS	English I	Editing for Conventions	Use conventions of standard written language.	Demonstrate correct sentence formation.	C.IE.3.1.5 C.A.3.1.5 CC.1.4.9-10.F	
ELA	HS	English I	Text Types and Purposes—Argumentative	Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.	Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	C.A.1.1.1 CC.1.4.9-10.H	
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11-12.M CC.1.4.11-12.N	
ELA	HS	English I	Text Types and Purposes--Narratives	Write narratives to develop real or imagined experiences or events.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11-12.M CC.1.4.11-12.P	
ELA	HS	English I English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	L.N.2.4.2	
ELA	HS	English I English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	L.N.2.4.3 CC.1.2.9-10.C CC.1.2.9-10.E	
ELA	HS	English I English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Make connections between a text and the content of graphics and charts.	L.N.2.4.4	
ELA	HS	English I English II	Analyzing and Interpreting Literature—Nonfiction	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	L.N.2.4.5	