



Ringgold School District

Continuity of Education Plan

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The mission of the Ringgold School District is to empower every learner to discover and achieve his or her own vision of the future.

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Continuity of Education Plan

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Goal of Plan

The Board of School Directors and the Administration of the Ringgold School District are committed to safeguarding the health, safety and welfare of district students and employees. As a result, the Board of School Directors has made provisions for the facilities, equipment and training necessary to minimize the effects of all hazards and emergencies, including but not limited to natural disasters, hazardous chemicals, fires, weapons, bomb threats, terrorism, communicable diseases and pandemics. Advance planning and comprehensive implementation are key components in ensuring the protection of the school community.¹ The goal of this plan is to document the advanced preparation that has occurred and will serve to ensure that students in the Ringgold School District are able to continue to have access to their education during 'times of emergency'.

Overview of Plan

In 'times of emergency', including but not limited to, natural disasters, hazardous chemicals, fires, weapons, bomb threats, terrorism, communicable diseases and pandemics, the continuation of education for the students of the Ringgold School District remains the foremost priority. This plan has been developed to allow the staff, in collaboration with the greater community, to continue to advance the Ringgold School District mission of empowering every learner to discover and achieve their own vision of the future, to the greatest extent possible in 'times of emergency'.

The plan includes guidance for teachers, staff, administrators and related school personnel. The plan provides a comprehensive set of guidelines and resources that can be used as the District makes every reasonable attempt, in good faith, to continue the education of students. The plan is built on several underlying assumptions. First, the plan acknowledges that in 'times of emergency', the education provided will change from that provided in the traditional setting. Secondly, the plan acknowledges that 'times of emergency' are different and that each emergency will present different constraints and barriers to which the District must respond. This plan provides a framework that will allow the District to act and promptly make every reasonable, good faith effort to continue the education of students in those 'times of emergency'.

¹ RSD Policy 805. The policy is appended to this document as Exhibit A.

Expectations for Teaching and Learning

The mission of the Ringgold School District is to empower every learner to discover and achieve his or her own vision of the future. While this mission continues during 'times of emergency', the District recognizes that emergencies that require closure or significant disruption to the operations of school systems, or supporting and associated local, state and federal government will impact the scope, sequence, delivery, and frequency of delivery of instruction. To that end, the District teachers and administrators have completed a comprehensive review of the District learning frameworks to create learning maps that target the essential instruction in each grade level and content area. The learning maps outline the content and objectives that will be taught and are appended to this document.² It is expected that teachers will reference and follow the learning maps as they provide "planned instruction" to students. Each learning map incorporates standards as set forth by the Pennsylvania Department of Education when applicable or other appropriate curriculum guidance, for example, required content for Advanced Placement courses as determined by the College Board. Teachers will make a reasonable, good faith effort to deliver instruction with the rigor and quality of a traditional classroom to the greatest extent possible, so as to minimize student learning gaps. In doing so, District teachers will create the opportunity for students to continue their learning through the conclusion of the school year, in preparation for moving forward to the next grade level in 2020-2021. To support teachers and students, the District has created a comprehensive list of resources for teachers that can be used in the delivery of "planned instruction" and also in the delivery of "enrichment and review."³

In 'times of emergency', the Superintendent will determine and communicate whether the District plans to provide "planned instruction" or "review and enrichment" for students. Irrespective of the District decision to provide "planned instruction" or "enrichment and review" during periods of school closures or emergency, Ringgold School District is committed to working with parents and students to meet students' needs to the extent possible under unique circumstances. To that end, students with disabilities will also continue to be serviced, to the greatest extent possible.

Communication Tools and Strategies

The District understands the importance of communication during 'times of emergency' and in periods of disruption. As such, the District maintains and employs the use of a varied set of communication tools to communicate with parents, staff and community. These tools include the use and regular maintenance of a District website. In 'times of emergency' the District website includes features that allow for the creation of site specific pages on which information can be readily accessed by students, families, staff, and the greater Ringgold school community. The District also makes use of social media sites such as Facebook (<https://www.facebook.com/ringgoldsd/>), Twitter (Ringgold SD@RSDRAMS) and Instagram (@ringgold_rams). The District has the capability of updating information in real-time and is able to do so remotely, when needed. In addition, the District understands that internet access may be interrupted for the District, families and or the entire community in 'times of emergency'. As such, the District maintains telecommunications tools that allows members of the Ringgold School District to receive phone message updates.

Access (Devices, Platforms, Handouts)

The District recognizes that students and staff use technology daily and that it has become an important educational learning tool, during 'times of emergency' and in absence of emergency. The District

² Learning maps are appended to this document and can be found in Exhibit B.

³ Resources are appended to this document and can be found in Exhibit C.

further recognized the “digital divide” (the gap that exists between those who have sufficient access to technology and those who do not) and has taken the necessary steps to make devices available for all students in the District.⁴

The District also issues laptops to teachers, administrators and essential staff members in order to facilitate the continuity of education plan. The District uses Google Classroom as a main platform for the delivery of online/virtual instruction. Virtual classrooms are available via Google Meet/Hangout, as well as through Zoom. In addition, the District has adopted curriculum (in some courses) that provide digital web-based resources. A list of additional resources is included in this document.⁵ The District uses MMS as the student information system, through which teachers access gradebooks, attendance and other needed instructional and accountability resources through a virtual platform.

Staff General Expectations

Understanding that ‘times of emergency’ require procedures and expectations that deviate from those used in normal day-to-day operations, the District has created and employs the use of the general staff expectations for ‘times of emergency’. The recommendations include general expectations for teachers⁶, administrators⁷ and staff.⁸ Copies of those expectations are appended to this document. The purpose of the general guidance documents are to provide employees with an operating framework upon which to relay during ‘times of emergency’. While the guidance documents are meant to provide “guidance”, it is understood that administrators and supervisors may need to deviate, add to, or delete various provisions based on the emergency at hand.

Student Expectations

Providing continuity of education requires engagement on the part of students. In an effort to assist students and parents in understanding factors that promote student engagement and that promote success in virtual learning experiences, the District has created student guidance documents.⁹

Attendance / Accountability

Understanding that attendance is an important part of student learning, the District has created a student attendance protocol. The attendance protocol ensures that students are ‘attending’ school each day by use of virtual sign in, email, or telephone call.¹⁰ Attendance records are maintained in the District student information system, MMS. The schools will continue to use measures already in place for reaching out to students, and their families, when students are not attending school. The safety nets include check in calls and contacts from various staff members including: teachers, guidance counselors, related service providers and administrators. In addition to logging and tracking attendance, the District also tracks assignment completion for each student as a means of checking for understanding, and providing a record of understanding that is obtained from teacher review and grading of individual student assignments. Each teacher keeps an electronic gradebook which affords electronic/remote access for parents and students and allows parents and students to remain informed about student progress in each subject area. In addition to academic expectations, students are also expected to adhere to the student code of conduct, as well as the student code of conduct addendum

⁴ It should be noted that not all parents have elected to accept a device (i.e. for reasons of religion, etc), but it has been offered.

⁵ Digital resources included in the document not only include those used in planned instruction, but also include those used for enrichment and review.

⁶ Teacher guidance documents are appended to this document and can be found in Exhibit D.

⁷ Administrator guidance documents are appended to this document and can be found in Exhibit E.

⁸ Staff guidance documents are appended to this document and can be found in Exhibit F.

⁹ Student guidance documents are appended to this document and can be found in Exhibit G.

¹⁰ The student attendance protocol is appended to this document and can be found in Exhibit H.

that outlines expectations for student conduct.¹¹ The District expects that students will comport themselves in a way that does not detract from the learning of others. In situations where students are disruptive to the learning environment and are impeding their own learning or the learning of others, teachers will continue to use the online disciplinary referral process in place prior to school closure, to refer students to the building administrators who will administer appropriate guidance and/or discipline.

Good Faith Efforts for Access and Equity for All Students

The District is committed to providing a good faith effort and will provide planned instruction during ‘times of emergency.’ The District will also provide enrichment and review, as well as support for students. While each emergency situation is different, the District will use the resources it has available to provide appropriate and reasonable instruction, through a good faith effort, to make learning experiences as equitable as possible for all students. This District requires that all vendors, contracted educational service providers and outside related service providers adhere to the District goal of providing appropriate and reasonable instruction, through a good faith effort. Similarly, all vendors, contracted educational service providers and outside related service providers will demonstrate the ability to deliver planned instruction and enrichment and review in cooperation with District efforts.

Special Education Supports

Special Education--Generally

To the extent that specially designed instruction and related services can reasonably be provided remotely and in accordance with the individualized educational plans of each student, they will be provided. Special Education teachers will be providing virtual instruction and holding virtual office hours to support students through the school closure. Our Special Education teachers will collaborate with our regular education teachers and hold virtual individual and virtual small group instructional sessions with students. General Education teachers will hold virtual class instruction as well as virtual individual meetings with students. Related service providers will continue to collaborate with General Education and Special Education teachers to discuss students’ needs and will have the ability to be in General Education and Special Education virtual classrooms as needed. Support staff will also continue to support students, to the greatest extent possible, virtually.

Section 504 Supports

The 504 Coordinators (counselors) for each school will hold virtual office hours to support students and families. Our staff will continue to collaborate to discuss and fulfill students’ needs as indicated in student 504 plans.

School Nurse Services

School nurses will be holding virtual office hours to speak with students and families about any concerns that they have.

School Counselors and Mental Health Workers

School counselors will be holding virtual office hours and will maintain contact with students on their respective caseloads. Counselors will continue to hold small group sessions and individual sessions as appropriate. Mental health workers will continue to provide services, virtually, to students.

¹¹ The Student of conduct is appended to this document and can be found in Exhibit I.

School Psychologist Services

School psychologists will continue to provide the services in IEPs through virtual sessions. School psychologists will be available for group support to assist students during times of social distancing, or school closure in general.

Social, Emotional, Behavioral Support Services

Behavioral specialists, school psychologists, school social workers, mental health workers, and emotional support teachers are available to provide direct (virtual) services and consultation. They are also available to consult with parents on how to implement social, emotional, and behavioral support at home during this time.

Speech/Language/ Occupational/Physical Therapy Services

Therapy services will continue to be provided to students virtually. Our providers will be in contact with parents to discuss scheduling the services. The therapists will also be collaborating with teachers as is necessary to fulfill students' needs. Therapists will continue to participate in evaluations and IEP meetings, virtually, and to the extent possible during the school closure.

Students in out-of-district placements

Ringgold School District administrators and staff are in communication with the Intermediate Unit and other out-of-district providers to determine how services will be provided to students. It is our expectation that virtual instruction and services will be provided to students. Virtual IEP meetings will continue to be held for these students.

Access to Student Records

The Ringgold School District is committed to the health and safety of all of our employees. As such, access to student records may be limited or delayed during times of social distancing, or general school closures. If we are able to provide electronic copies, we will make a good faith effort to send them as soon as possible. If families desire access to student records, please contact the building principal of the student's school.

Gifted Services

Gifted Education teachers will be holding virtual office hours to support students through the school closure. Staff will continue to draft evaluations and re-evaluations to the degree possible without students present. We will be drafting GIEPs and holding GIEP meetings by phone or other virtual means. Our Gifted Education teachers will collaborate with our regular education teachers and hold virtual individual and virtual small group sessions with students. Gifted Education teachers will provide virtual instruction and will also be available for virtual individual meetings with students during office hours.

Evaluations and IEP Team Meetings—Generally

The School District intends to comply with the procedural aspects of the IDEA in accordance with law and to complete required paperwork, such as evaluations, reevaluations, IEP's, NOREP's, etc. in accordance with applicable law.

Signing and Returning IEPs, etc.

The Ringgold School District recognizes the challenges 'times of emergency' pose in obtaining signatures on documents. We will use multiple methods, including US Mail, email affirmation, and/or electronic signature to obtain all necessary signatures.

EL Supports

The District will continue to provide English Language Development support, instruction and activities for students who qualify. Intermediate Unit 1 services for English Language students will continue to use i-Ready, with lessons focusing on areas of need, as well as using resources from Readinga-z for elementary students and Scholastic Action for secondary students through Google Classroom. The EL teacher will support students in content areas as needed and work with classroom/content teachers to assist ELs with online learning. This will occur in the manner most appropriate for each student's needs, through supports such as read aloud, translation, visuals, closed caption and voice/text supports. The English language teacher will schedule whole group, small group and individual instruction with English learners and will communicate with families regarding resources to help engage families. English language instruction will be provided to the extent that is reasonable and appropriate in light of the current circumstances.

Gifted Education

The District recognizes the importance of Chapter 16 and the provision of Gifted Services in 'times of emergency'. The District employs gifted teachers to provide instruction and serve as case managers for students who qualify for gifted services. During 'times of emergency', the District, through building specific personnel, will remain in contact with students and parents/guardians to provide assistance and continue planned instruction or enrichment and review. Case managers will continue with the scheduling of GIEP meetings. Meetings will be held virtually or telephonically to ensure that GIEP meetings are held in accordance with the provisions listed in Chapter 16, even in instances where the anniversary date, or team concerns, require GIEP meetings to be held during 'times of emergency' including school closure. Teachers will continue to provide specially designed instruction as required in by the GIEP and will continue to monitor goals and progress on the achievement of those goals to the best of their ability, and within the constraints and uniqueness of the emergency.

During 'times of emergency' general education teachers, along with gifted education teachers, will continue to provide specially designed instruction as was determined appropriate by the GIEP team and as stated in the students' GIEP. Gifted education will be provided to the extent possible and that is reasonable and appropriate in light of the uniqueness of circumstances.

Building Level Contacts

Building	Administrator Name	Title	Email	Phone
Ringgold Senior High School	Jason Minniti	Principal	jminniti@ringgold.org	(724) 258-2200
Ringgold Senior High School	Mary Grace Stutzman	Assistant Principal	mstutzman@ringgold.org	(724) 258-2200
Ringgold Senior High School	Lisa Mauro	Assistant Principal	lmmauro@ringgold.org	(724) 258-2200
Ringgold Senior High School	Dan Shipman	Dean of Students	dshipman@ringgold.org	(724) 258-2200

Ringgold Middle School	James Klugh	Principal	ijklugh@ringgold.org	(724)258-2211
Ringgold Middle School	Greg Locy	Assistant Principal	glocy@ringgold.org	(724)258-2211
Ringgold Middle School	Lisa Mauro	Assistant Principal	lmmauro@ringgold.org	(724) 258-2200
Ringgold Elementary School North	Ross Ference	Principal	rference@ringgold.org	(724) 348-7205
Ringgold Elementary School North	Kelli Dellarose	Assistant Principal	kdellarose@ringgold.org	(724) 348-7205
Ringgold Elementary School South	Kelly Sherbondy	Principal	ksherbondy@ringgold.org	(724) 258-8454
Ringgold Elementary School South	Ashli Gilbert	Assistant Principal	agilbert@ringgold.org	(724) 258-8454

District Office Contacts			
Title	Administrator Name	Email	Phone
Acting Superintendent	Randall Skrinjorich	rskrinjorich@ringgold.org	(724) 258-9329
Human Resource Manager & Executive Assistant	Anthony Piscioneri	apiscioneri@ringgold.org	(724) 258-9329
Director of Educational Technology	Kevin McCabe	kmccabe@ringgold.org	(724) 258-9329
Chief of Police	Clayton Shell	cshell@ringgold.org	(724) 258-9329
Director of Buildings & Grounds	Bill Hoffman	bhoffman@ringgold.org	(724) 258-9329
Director of Curriculum, Instruction, Innovation & Assessment	Shannon Crombie	scrombie@ringgold.org	(724) 258-9329
Director of Social, Emotional & Behavioral Support	Kristen Salamone	ksalamone@ringgold.org	(724) 258-9329

Resource Links
The District understands the value of having resources available for staff, students and parents in 'times of emergency'. The District has compiled a significant amount of resource links to assist staff, students and parents during those times. ¹² The

¹² Resources for teachers, staff and parents documents are appended to this document and can be found in Exhibit C. The district acknowledges that this resource list is fluid and may change based on vendor sustainability and the unique circumstances that occur in 'times of emergency.'

District has provided a list of resources that are organized by grade level (elementary, middle and high school) and are organized by content area (elementary, middle and high school).

Exhibit A



Book	Policy Manual
Section	800 Operations
Title	Emergency Preparedness
Code	805
Status	Active
Adopted	January 16, 2013

Purpose

The Board recognizes its responsibility to safeguard the health and welfare of district students and employees. Therefore, the Board shall provide the facilities, equipment and training necessary to minimize the effects of all hazards and emergencies, including but not limited to natural disasters, hazardous chemicals, fires, weapons, bomb threats, terrorism, communicable diseases and pandemics. Advance planning and comprehensive implementation are key components in ensuring the protection of the school community.

Authority

The district, in cooperation with the local Emergency Management Agency and the Pennsylvania Emergency Management Agency (PEMA), shall develop and implement a comprehensive disaster response and emergency preparedness plan, consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other applicable state requirements. [\[1\]](#)

The Board shall also utilize the resources of and comply with the requirements of the Pennsylvania Department of Health and the Pennsylvania Department of Education.

The Board shall ensure that emergency and evacuation drills are conducted at intervals required by state law. [\[2\]](#)[\[3\]](#)[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee shall collaborate with relevant stakeholders, including parents/guardians, staff, community agencies and first responders, during the development and implementation of the emergency preparedness plan.

The Superintendent or designee shall implement a communication system to notify parents/guardians of the evacuation of students and to alert the entire school community when necessary.

Guidelines

The emergency preparedness plan shall be reviewed at least annually and modified as necessary. A copy of the plan shall be provided to the county Emergency Management Agency and communicated to students, parents/guardians, relevant stakeholders, and the community. [\[1\]](#)

Continuity of Student Learning/Core Operations

In the event of an emergency, local, county or state officials may require that schools be closed to serve as mass-care facilities or to mitigate the spread of infection or illness. Local, county or state officials may also utilize district-owned buses and other transportation vehicles.[\[1\]](#)

The district shall make provisions in the emergency preparedness plan for the continuity of student learning during school closings or excessive absences. Such alternatives may include:

1. Web-based district instruction.
2. Telephone trees.
3. Mailed lessons and assignments.
4. Instruction via local television or radio stations.

The continuity of core operations such as payroll and ongoing communication with students and parents/guardians shall be an essential part of the emergency preparedness plan.

Education

Students and staff members shall be instructed and shall practice how to respond appropriately to emergency situations.

Effective infection control and prevention procedures, such as frequent hand washing and cough/sneeze etiquette, shall be encouraged continually to help limit the spread of germs at district schools.

Required Drills

At least annually, all district schools shall conduct a disaster response or emergency preparedness plan drill.[\[1\]](#)

Fire drills shall be conducted at least once a month during the school year.[\[2\]](#)[\[3\]](#)

Bus evacuation drills shall be conducted twice a year, in accordance with law.[\[2\]](#)

Legal

1. 35 Pa. C.S.A. 7701
 2. 24 P.S. 1517
 3. 24 P.S. 1518
- Pol. 810

Exhibit B

Elementary School Learning Maps

Kindergarten Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.A.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones,	I can identify and name 2D shapes. I can describe attributes of 2D shapes.

		cylinders, and spheres).K.G.B.4, K.G.B.6 Analyze, compare, create, and compose shapes. Standards:	
	Science/Social Studies	Standard - 3.1.K.C2 Describe changes animals and plants undergo throughout the seasons.	I can identify and describe signs of spring.
Week 2	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.

	Math	K.G.A.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).K.G.B.4, K.G.B.6 Analyze, compare, create, and compose shapes. Standards:	I can identify and name 2D shapes. I can describe attributes of 2D shapes
	Science/Social Studies	Standard - 3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.	I can Identify and label parts of a plant.
Week 3	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or

		spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	pictures.
	Math	K.G.A.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).K.G.B.4, K.G.B.6 Analyze, compare, create, and compose shapes. Standards:	I can identify and name 2D shapes. I can describe attributes of 2D shapes
	Science/Social Studies	Standard - 3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.	I can sequence the steps of the butterfly life cycle. I can compare the butterfly life cycle to the frog life cycle.
Week 4	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F	I can write using proper letter

		Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can identify and name 3D shapes. I can describe attributes of 3D shapes
	Science/Social Studies	Standard - 3.2.K.A1 Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	I can identify forces that make things move.
Week 5	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting,

		(phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can identify and name 3D shapes. I can describe attributes of 3D shapes
	Science/Social Studies	Standard - 3.1.K.A9 • Distinguish between scientific fact and opinion.	I can distinguish between fiction and nonfiction and identify traits of rainbowfish.
Week 6	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B	I can identify, write, and use the

		• Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can identify and name 3D shapes. I can describe attributes of 3D shapes
	Science/Social Studies	Standard - 3.1.K.C2 Describe changes animals and plants undergo throughout the seasons.	I can identify the five senses and how they can be used to explore summer.

Week 7	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to	I can identify and name 3D shapes. I can describe attributes of 3D shapes

		describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
	Science/Social Studies	Standard - 3.1.K.A5 Observe and describe structures and behaviors of a variety of common animals.	I can name the parts of a dolphin and discuss dolphin behaviors.
Week 8	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.
	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.

		punctuation. • Spell simple words phonetically.	
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can identify and name 3D shapes. I can describe attributes of 3D shapes
	Science/Social Studies	Standard - 3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.	I can discuss the wings of various insects and the jobs they do.
Week 9	Heggerty	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds	I can recognize, repeat, and produce rhymes. I can isolate and pronounce initial, middle, & final sounds. I can blend and segment onsets & rimes, syllables, and individuals sounds in words.
	Wonders Reading	Standard - CC.1.1.K.B • Recognize and name all upper and lower case letters of the alphabet. Standard - CC.1.1.K.C • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Standard - CC.1.3.K.B Answer questions about key details in a text. CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.	I can identify, write, and use the letter of the week. I can blend and segment cvc words. I can identify key details from a story such as beginning, middle, end, characters, setting, problem/solution. I can identify and use sight words.

	Writing	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	I can write using proper letter formation, capital letters, and appropriate punctuation. I can respond to a writing prompt by words, sentences, or pictures.
	Math	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can identify and name 3D shapes. I can describe attributes of 3D shapes
	Science/Social Studies	Standard - 3.3.K.A7 Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.	I can learn about bubbles and how to engineer a stronger one.

Grade 1 Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rimes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	The students will read grade-level text. The students will describe the sequence of a story.
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.

		commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	
	Math	CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	Students will count forward by ones, tens, and write numbers as tens and ones.
	Science/Social Studies	Standard - 3.1.1.A1 Categorize living and nonliving things by external characteristics. Standard - 6.4.1.A Identify specialization of work in the community. 4	Students will recognize that living things have characteristics which are inherited from their parents. Students will discuss the different roles in a community.
Week 2	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common	The students will read grade-level text. The students will describe the sequence of a story.

		patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.	Students will compare two numbers to find less than, greater than, and equal to and make models to compare numbers.
	Science/Social Studies	Standard - 3.3.1.A4 Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds). Standard - 5.1.1.A Explain the purposes of rules in the classroom and school community	Students will explain how a pond habitat works together. Students will describe and explain bus safety.

Week 3	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rimes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.2.1.A Identify the main idea and retell key details of text.	The students will read grade-level text. The students will identify the main idea and details in text.
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.

		spelling conventions.	
	Math	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Students will add and subtract two digit numbers.
	Science/Social Studies	S.K-2.B.1.1.2 Identify a plant or animal based on a given life cycle stage (e.g., butterfly, frog, seed-producing plant) Standard - 8.2.1.C Identify holiday and cultural celebrations in a community and why they are celebrated.	Students will learn how different animals go through changes during their life. Students will learn about the importance of Earth Day
Week 4	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade	The students will read grade-level text. The students will identify the main idea and details in text.

		appropriate irregularly spelled words. CC.1.2.1.A Identify the main idea and retell key details of text.	
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks	The students will tell time to the hour and half hour using both analog and digital clocks.
	Science/Social Studies	Standard - 3.2.1.B5 Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	Students will learn how rainbows are made and how light can pass through some objects and not others.
Week 5	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words,	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.

		syllables, and sounds (phonemes).	
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.3.1.D Identify who is telling the story at various points in a text.	The students will read grade-level text. The students will identify who is telling the story at various points of a text.
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.4.1.A.2 Tell and write time to the nearest half hour	The students will tell time to the hour and half hour using both analog and digital clocks.

		using both analog and digital clocks	
	Science/Social Studies	Standard - 3.2.1.B3 Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling. Standard - 3.2.1.B6 ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	Students will record daily temperatures and determine how to dress for the weather. Students will see how the sun is the start of all food chains.
Week 6	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words.	The students will read grade-level text. The students will describe the sequence of a story.

		CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.4.1.A.1 Demonstrate order length and measurement both indirectly and by repeating length units.	The students will order objects by length, measured indirectly and directly.
	Science/Social Studies	Standard - 3.1.1.A2 Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.	Students will learn the basic needs that all plants and animals needs.
Week 7	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words,	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.

		syllables, and sounds (phonemes).	
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.3.1.D Identify who is telling the story at various points in a text.	The students will read grade-level text. The students will identify who is telling the story at various points of a text.
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.4.1.A.1 Demonstrate order length and	The students will order objects by length, measured indirectly and directly.

		measurement both indirectly and by repeating length units.	
	Science/Social Studies	Standard - 3.1.1.A5 Identify and describe plant parts and their function.	Students will learn the parts of a plant and their functions to help the plant survive.
Week 8	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	The students will read grade-level text. The students will identify the cause/effect in a story.
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage,	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.

		capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	
	Math	CC.2.4.1.A.4. Represent and interpret data using tables/charts.	The students will make and read picture graphs. The students will make and read bar graphs. The students will make and read tally charts
	Science/Social Studies	Standard - 3.1.1.C3 CONSTANCY AND CHANGE Describe changes that occur as a result of habitat.	Students will learn about normal habitats and how changes to a habitat affects all of the organisms in it.
Week 9	Heggerty	CC.1.1.1.C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The students will manipulate phonemes and word parts, such as in syllables, onsets, rhymes, digraphs, and blends.
	Wonders Reading	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings.	The students will read grade-level text. The students will identify the problem and solution in a text.

		Read grade appropriate irregularly spelled words. CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	
	Writing	CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	The students will use the conventions of the English language to demonstrate grade level appropriate grammar, capitalization, punctuation, and spelling.
	Math	CC.2.4.1.A.4. Represent and interpret data using tables/charts.	The students will make and read picture graphs. The students will make and read bar graphs. The students will make and read tally charts.
	Science/Social Studies	Standard - 3.2.1.B1 Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.	Students will learn about the different types of forces and motion.

Grade 2 Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC1.2.2.H. Describe how reasons support specific points the author makes. 1.3.2.J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	I can read, write, spell, and identify words with long o. I can read second-grade text accurately and smoothly. I can understand what I read I can identify the reason an author gives to support points in a text. I can use appropriate words to talk about the stories I have read.
	Writing	CC1.4.2.R. Recall information from experience or demonstrate a grade-appropriate command of the conventions of standard English.	I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly.

			I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.4.2.A.2. Tell and write time to the nearest five minutes using both analog and digital clocks.	I can tell time to the hour and half hour. I can tell time to the nearest five minute. I can practice telling time. I can tell time using AM and PM.
	Science/Social Studies	3.4.5.D3. Safe practices to avoid getting sick.	I can practice safe methods to avoid getting sick. I can communicate with others in positive and healthy ways. I can express myself in positive and healthy ways.
Week 2	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.3.2.B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.	I can read, write, spell, and identify words with long e. I can read second-grade text accurately and smoothly. I can understand what I read I can ask and answer questions about important details in a text.

		CC1.2.2.H. Describe how reasons support specific points the author makes. 1.3.2.J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	I can identify the reason an author gives to support points in a text. I can use context clues to help me understand the meaning of unknown words.
	Writing	CC1.4.2.R. Recall information from experience or demonstrate a grade-appropriate command of the conventions of standard English.	I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	I can collect data. I can read picture graphs. I can make picture graphs. I can read bar graphs. I can make bar graphs. I can display data.
	Science/Social Studies	3.1.4.A2 Describe the different resources that plants and animals need to live.	I can describe what keeps a plant alive. I can identify what makes different parts of the world different.
Week 3	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.

	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.1.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within a text. 1.2.2.F. Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	I can read, write, spell, and identify words with long u. I can read second-grade text accurately and smoothly. I can understand what I read I can identify the main idea of a text with more than one paragraph. I can ask and answer questions to help me understand the meaning of words or phrases.
	Writing	1.4.2.E Choose words and phrases for effect 1.4.2.L. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can use describing words when I write informative/explanatory pieces to make my writing even better. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
		2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	I can collect data. I can read picture graphs. I can make picture graphs. I can read bar graphs. I can make bar graphs. I can display data.

	Science/Social Studies	3.3.4.A.1 Identify basic landforms.	I can recognize and name different landforms. I can identify reasons why endangered animals need help from people.
Week 4	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC. 1.2.2.B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.K. Determine or clarify the meaning of unknown words and phrases	I can read, write, spell, and identify words with silent letters. I can read second-grade text accurately and smoothly. I can understand what I read. I can ask and answer questions about important details in a text. I can compare and contrast two texts on the same topic. I can use context clues to help me understand the meaning of unknown

		based on grade-level reading and content, choosing from a range of strategies and tools.	words.
	Writing	1.4.2.N Establish a situation and introduce a narrator and/or characters. CC.1.4.2.R Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can write a narrative piece that retells an event or sequence of events and introduces a narrator and/or characters. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	I can make and use a ruler. I can estimate lengths in inches. I can measure with an inch ruler. I can add and subtract inches. I can measure in inches and feet. I can estimate lengths in feet. I can choose a tool. I can display measurement data.
	Science/Social Studies	3.1.4.A2 Describe the different resources that plants and animals need to live.	I can describe what keeps an animal alive. I can identify how kids around the world are different.
Week 5	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.

	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text efficiently. CC.1.2.2.K Determine or clarify the meaning of unknown words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	I can read, write, spell, and identify words with r-Controlled vowels. I can read second-grade text accurately and smoothly. I can understand what I read I can describe the connection between a series of events, concepts, or steps in a procedure in a text. I can use context clues to help me understand the meaning of unknown words.
	Writing	1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations. 1.4.2.L. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can write a narrative piece that gives some details about the actions and/or experiences of the characters. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by

			sounding them out.
	Math	CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	I can make and use a ruler. I can estimate lengths in inches. I can measure with an inch ruler. I can add and subtract inches. I can measure in inches and feet. I can estimate lengths in feet. I can choose a tool. I can display measurement data.
	Science/Social Studies	3.1.4.A2 Describe the different resources that plants and animals need to live.	I can describe what keeps an animal alive. I can identify ways to protect my environment.
Week 6	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces	I can read, write, spell, and identify words with r-Controlled vowels. I can read second-grade text accurately and smoothly. I can understand what I read I can explain the structure and its purpose in a story.

		the story and the ending concludes the action. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of character, setting, or plot. CC.1.3.2. K Read and comprehend literature on grade-level, reading independently and proficiently.	I can use illustrations and details in a story to describe the characters, setting, and plot. I can read and understand second grade stories and poems.
	Writing	CC.1.4.2. P. Organize a short sequence of events, using temporal words to signal event order, provide a sense of closure. 1.4.2.R. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can write a narrative piece that recounts events in order and provides some sense of closure. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.3.1.A.1 Analyze and draw two- and three- dimensional shapes having specified attributes.	I can identify attributes of three-dimensional shapes. I can identify two-dimensional shapes. I can identify angles in two-dimensional shapes. I can sort two-dimensional shapes.
	Science/Social Studies	3.3.4.A5 Describe basic weather	I can identify different weather conditions.

		elements.	I can identify the effects of weather on daily life.
Week 7	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. CC. 1.3.2.I. Determine or clarify the meaning of unknown words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	I can read, write, spell, and identify words with r-Controlled vowels. I can read second-grade text accurately and smoothly. I can understand what I read I can retell a story and include important details. I can identify the central message, lesson, or moral of a story. I can use context clues to help me understand the meaning of unknown words.
	Writing	CC.1.4.2.Q Choose words and phrases for effects.	I can use describing words when I write informative/explanatory pieces to make my writing even better.

		1.4.2.R. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	I can partition a rectangle. I can partition a rectangle into same-size squares. I can show equal parts. I can show equal parts of a whole. I can describe equal parts. I can show equal shares.
	Science/Social Studies	3.3.4.A5 Describe basic weather elements.	I can identify different weather conditions. I can identify what good citizens do.
Week 8	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support	I can read, write, spell, and identify words with r-Controlled vowels. I can read second-grade text accurately

		comprehension. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. CC. 1.3.2.I Determine or clarify the meaning of unknown words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	and smoothly. I can understand what I read. I can retell a story and include important details. I can identify the central message, lesson, or moral of a story. I can use context clues to help me understand the meaning of unknown words.
	Writing	CC.1.4.2.T. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 1.4.2.R. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization, punctuation.	I can use guidance from peers to strengthen my writing. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates. I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds	I can partition a rectangle. I can partition a rectangle into same-size squares. I can show equal parts. I can show equal parts of a whole. I can describe equal parts. I can show equal shares.
	Science/Social Studies	3.4.3.B2 Describe how materials are reused or recycled.	I can save the environment by knowing what to recycle. I can identify healthy ways for people to get along and cooperate.

Week 9	Heggerty	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words.	I can tell the difference between long and short vowel sounds in one-syllable words. I can decode two-syllable words containing long vowels. I can decode two-syllable words with common prefixes. I can decode two-syllable words with common suffixes. I can read grade appropriate sight words. I can read grade appropriate irregularly spelled words.
	Wonders Reading	CC.1.1.2.D. Phonics and word recognition. Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.1.2.E. Read with accuracy and fluency to support comprehension. CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialog aloud.	I can read, write, spell, and identify words with long o. I can read second-grade text accurately and smoothly. I can understand what I read I can describe when there are different characters telling a story. I can use different voices for different characters when reading aloud.
	Writing	CC.1.4.2.U With guidance and support, a variety of digital tools to produce and publish writing including in collaboration with peers. 1.4.2.R. Demonstrate a grade-appropriate command of standard English grammar, usage, capitalization,	I can use digital tools to produce and publish my work. I can capitalize dates and names of people. I can use ending punctuation. I can use commas in dates.

		punctuation.	I can use commas to separate words in a series. I can spell words with common spelling patterns correctly. I can spell sight words correctly. I can spell words I don't know by sounding them out.
	Math	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	I can show and solve repeated addition equations.. I can explore objects in rectangular arrays. I can find the total number of objects in arrays. I can write equations using repeated addition.
	Science/Social Studies	3.4.3.B2 Describe how materials are reused or recycled.	I can save the environment by knowing what to recycle. I can identify what heroes do.

Grade 3 Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	Wonders Reading	E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). E03.D.1.2.6- Use spelling patterns and generalizations (eg. word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	The students will identify and explain metaphors in a poem. The students will use spelling patterns to spell grade appropriate words. The students will identify the theme in a poem.
	Writing	CC.1.4.3.G Write opinion pieces on familiar topics or texts.	The students will write their opinion about a topic of choice and support their opinion with specific reasons.
	Math	M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.	The students will be able to find the perimeter of polygons.
	Science/Social Studies	3.3.3.B1. Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the	The students will describe the changes that occur in the shape of the moon throughout the course of a month.

		moon over the course of a month.	
Week 2	Wonders Reading	E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). E03.D.1.2.6- Use spelling patterns and generalizations (eg, word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	The students will identify and explain metaphors in a poem. The students will use spelling patterns to spell grade appropriate words. The students will identify the theme in a poem.
	Writing	CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	The students will write a narrative journal about their experiences at home.
	Math	M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem	The students will be able to find the perimeter of a polygon. The students will be able to find the perimeter and area of rectangles and polygons. The students will relate area to perimeter.
	Science/Social Studies	8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations. 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to	The students will compare and contrast colonial life at Meadowcroft Village to life in the present.

		historical events.	
Week 3	Wonders Reading	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. E03.A-V.4.1.1 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.D.1.2.6- Use spelling patterns and generalizations (eg. word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	The students will determine the point of view from which a story is written and determine if that point of view is first or third person. The students will use root words to determine the meaning of words. The students will use spelling patterns to spell grade appropriate words.
	Writing	CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	The students will write a narrative journal about their experiences at home.
	Math	M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.	Students will write, tell time with analog clocks to the minute.
	Science/Social Studies	3.3.3.B1. Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.	The students will describe the changes that occur in the shape of the moon throughout the course of a month.
Week 4	Wonders Reading	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. E03.A-V.4.1.1 - c. Use a known root word as a clue to the meaning of an unknown word	The students will determine the point of view from which a story is written and determine if that point of view is first or third person. The students will use root words to determine the meaning of words.

		with the same root (e.g., company, companion). E03.D.1.2.6- Use spelling patterns and generalizations (eg. word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	The students will use spelling patterns to spell grade appropriate words.
	Writing	CC.1.4.3.G Write opinion pieces on familiar topics or texts.	The students will write their opinion about a topic of choice and support their opinion with specific reasons.
	Math	M03.D-M.1.1.2 Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).	Students will calculate elapsed time to the minute in a given situation within 60 minutes or less.
	Science/Social Studies	8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations. 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	The students will compare and contrast colonial life at Meadowcroft Village to life in the present.
Week 5	Wonders Reading	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. E03.D.1.2.6- Use spelling patterns and generalizations (eg. word families, position based spellings, syllable	The students will determine the point of view from which a story is written and determine if that point of view is first or third person. The students will use context clues to determine the meaning of unknown words in context. The students will use spelling patterns to spell grade appropriate words.

		patterns, ending rules, meaningful word parts) in writing words.	
	Writing	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	The students will answer questions about an informational passage using specific text evidence to support their answer.
	Math	3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	Students will interpret and also draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Students will also show data by making a line plot.
	Science/Social Studies	3.3.3.A4. Connect the various forms of precipitation to the weather in a particular place and time. 3.3.3.A5. Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	The students will explain the water cycle and how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place.
Week 6	Wonders Reading	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use	The students will determine the point of view from which a story is written and determine if that point of view is first or third person. The students will use context clues to determine the meaning of unknown words in context. The students will use spelling patterns to spell grade appropriate words.

		context as a clue to the meaning of a word or phrase. E03.D.1.2.6- Use spelling patterns and generalizations (eg. word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
	Writing	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	The students will answer questions about an informational passage using specific text evidence to support their answer.
	Math	3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.	Students will interpret and also draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Students will also show data by making a line plot.
	Science/Social Studies	8.2.3.A Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania. 8.2.3.B Identify historical documents, artifacts, and places critical to Pennsylvania history. 8.2.3.C Identify and describe how continuity and change have impacted Pennsylvania history.	The students will be able to identify historical documents, artifacts, and places critical to Pennsylvania's history.
Week 7	Wonders Reading	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the	The students will ask and answer questions and refer explicitly to the text to answer questions.

		answers. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	The students will explain how a character's traits and motivations contribute to the sequence of events in a story. The students will determine the lesson of the story as it is conveyed through key details.
	Writing	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections	The students will read a fiction text and answer a question in writing using specific text evidence to support their answer.
	Math	CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	The students will compare total values of combinations of coins (penny, nickel, dime, quarter) and/or dollar bills less than \$5.00 The students will make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar) The students will round amounts of money to the nearest dollar
	Science/Social Studies	3.3.3.A4. Connect the various forms of precipitation to the weather in a particular place and time. 3.3.3.A5. Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	The students will explain the water cycle and how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place.

Week 8	Wonders Reading	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	The students will ask and answer questions and refer explicitly to the text to answer questions. The students will explain how a character's traits and motivations contribute to the sequence of events in a story. The students will determine the lesson of the story as it is conveyed through key details.
	Writing	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	The students will utilize Google Docs to write a journal of events.
	Math	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	The students will interpret and/or describe products of whole numbers fluently within 100 (up to and including 10×10) The students will interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50, and limit divisors and quotients through 10). The students will apply the commutative property of multiplication (not identification or definition of the property) The students will apply the associative property of multiplication (not

			identification or definition of the property)
	Science/Social Studies	8.2.3.A Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania. 8.2.3.B Identify historical documents, artifacts, and places critical to Pennsylvania history. 8.2.3.C Identify and describe how continuity and change have impacted Pennsylvania history.	The students will be able to identify historical documents, artifacts, and places critical to Pennsylvania's history.
Week 9	Wonders Reading	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	The students will ask and answer questions and refer explicitly to the text to answer questions. The students will explain how a character's traits and motivations contribute to the sequence of events in a story. The students will determine the lesson of the story as it is conveyed through key details.
	Writing	CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	The students will write an informative paragraph about a topic.
	Math	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic	The students will add, subtract, multiply, and divide to solve one-step and two-step word problems

	Science/Social Studies	5.1.3.F Identify state symbols, national symbols, and national holidays.	The students will understand the meaning of Memorial Day and the symbols behind the holiday.

Grade 4 Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	Wonders Reading	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Unit 4 Week 1 Identify key ideas and details about our government. Analyze the text, craft, and structure.
	Writing	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	- Integrate knowledge and ideas. - Make text-to-text connections.
	Math	4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	- Recognize and generate equivalent fractions. - Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions.
	Science/Social Studies	PA.4.9.4. Environment and Ecology: 4.9.4.A. Know that there are laws and regulations for the environment.	Identify local and state laws and regulations regarding the environment Identify and describe the role of a local or state agency that deals with environmental laws and regulations
Week 2	Wonders Reading	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Unit 4 Week 2 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	Writing	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

	Math	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	- Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions. - Comparing fractions using benchmark of $\frac{1}{2}$
	Science/Social Studies	PA.4.4.4. Environment and Ecology: 4.4.4.B. Identify the role of the sciences in Pennsylvania agriculture	Identify common plants and animals found on Pennsylvania farms Define and identify food and fiber Identify what plants and animals need to grow Describe the journey of a local agricultural product from production to the consumer
Week 3	Wonders Reading	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	Writing	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

		naturally. • W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
	Math	4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators	• Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).
	Science/Social Studies	PA.4.2.4. Environment and Ecology: 4.3.4.4 Know that plants, animals and humans are dependent on air and water	Identify how the environment provides for the needs of people identify renewable and nonrenewable resources used in the local community Identify different areas where health can be

		4.3.4.B. Identify how human actions affect environmental health	affected by air, water or land pollution.
<u>Week 4</u>	Wonders Reading	• RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing	• W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.4.2d Use precise language and domain-specific	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

		vocabulary to inform about or explain the topic. ● W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	
	Math	4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators	● Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).
	Science/Social Studies	PA.4.7.4. Environment and Ecology: 4.7.4.B. Know that adaptations are important for survival	Explain how specific adaptations can help a living organism to survive Explain what happens to a living thing when its food, water, shelter or space is changed

<u>Week 5</u>	Wonders Reading	• RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. • SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • Identify stanzas in poetry. • Identify repetition and its effect in a poem.
	Writing	• W.4.3d Use concrete words and phrases	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds

		and sensory details to convey experiences and events precisely. ● W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	naturally. Write routinely over extended time frames

	Math	4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators,	- Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers). - Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
	Science/Social Studies	PA.4.7.4. Environment and Ecology: Threatened, Endangered and Extinct Species: PA.4.7.4. Define and understand extinction.	Identify plants and animals that are extinct Know that there are local and state laws regarding plants and animals Explain why some plants and animals are extinct
Week 6	Wonders Reading	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RF.4.4a Read on-level text with purpose and understanding.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Read on-level text with purpose and understanding.
	Writing	W.4.1a Introduce a topic or text clearly, state an opinion, and create an	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Write routinely over extended time frames

		organizational structure in which related ideas are grouped to support the writer's purpose. ● W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(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

	Math	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	change fractions with a 10 in the denominator into equivalent fractions that have a 100 in the denominator.
	Science/Social Studies	PA.4.8.4. Environment and Ecology: Humans and the Environment: 4.8.4.A. Identify the biological requirements of humans. 4.8.4.C. Explain how human activities may change the environment	Explain how a dynamically changing environment provides for sustainability of living systems Identify how regional natural resources influence what people use Identify everyday human activities and how they affect the environment Identify ways to conserve our natural resources
Week 7	Wonders Reading	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.4.4a Read on-level text with purpose and understanding RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Follow agreed-upon rules for discussions and carry out assigned roles. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Build background knowledge on expressing emotions.
	Writing	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Write routinely over extended time frames

	Math	4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	● Round decimals to nearest tenths. ● Model decimals through tenths and hundredths. ● Understand decimal notation through hundredths as an extension of place value. ● Compare and order decimals. ● Identify equivalent fractions and decimals. ● Express mixed numbers and improper fractions as decimals. ● Add and subtract decimals. ● Solve problems with addition and subtraction of decimal
	Science/Social Studies	PA.3.1.4. Science and Technology: 3.1.4.E.1. Recognize change as fundamental to science and technology concepts. 3.8.4.A.1 Identify and describe positive and negative impacts that influence or result from new tools and techniques	Compare and contrast school in January to school in April Identify the most effective communication tools to- date, and explain what role technology plays in communication
Week 8	Wonders Reading	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Identify key ideas and details about inventors and their ideas. Analyze the text, craft, and structure.
	Writing	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Integrate knowledge and ideas. Make text-to-text connections.
	Math	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	● Compare and order decimals. ● Identify equivalent fractions and decimals. ● Express mixed numbers and improper fractions as decimals. ● Add and subtract decimals. ● Solve problems with addition and subtraction of decimal

	Science/Social Studies	PA.3.6.4. Science and Technology: Technology Education: 3.7.4.E. Identify basic computer communications systems 3.7.4.D. Use basic computer software 3.7.4.E. Identify basic computer communications systems	Explain and demonstrate the use of external and internal storage devices Apply operating system skills to perform basic computer tasks Apply specific instructional software Use on-line searches to answer age appropriate questions
Week 9	Wonders Reading	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Identify key ideas and details about objects up close. Take notes and summarize. Analyze the text, craft, and structure.
	Writing	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Integrate knowledge and ideas Make text-to-text connections.
	Math	4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).
	Science/Social Studies	PA.3.8.4. Science and Technology: Science, Technology and Human Endeavors: 3.8.4.A. Know that people select, create and use science and technology and that they are limited by social and physical restraints 3.8.4.C. Know the pros and cons of possible	Identify and describe positive and negative impacts that influence or result from new tools and techniques Identify how physical technology (e.g., construction, manufacturing, transportation), informational technology and biotechnology are used to meet human needs Identify interrelationships among technology, people and their world Identify and distinguish between human needs

		solutions to scientific and technological problems in society.	and improving the quality of life Identify and discuss examples of technological change in the community that have both positive and negative impacts

Itinerant Learning Map

Week	Task/Assignment	Standard(s)	Objective(s)
Week 1	PE	(K-2) 10.4.3.A Identify and engage in physical activities that promote physical fitness and health. (3-4) 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	(K-2) I can be active while staying at home through various activities (3-4) I can develop my personal fitness by staying active at home
	Music	(K-2) 9.1.3.C. Recognize and use fundamental vocabulary within each of the art forms. (3-4) 9.2.3.A. Explain the historical, cultural and social context of an individual work in the arts.	(K-2) I can identify the four instrument families of the orchestra. (3-4) I can identify facts about a composer and their music.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4) 9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate art, elements to produce , review and revise original works in the arts.	(k-2) I can create a drawing using geometric shapes. (3-4) I can arrange objects and create an observational drawing.
	Computer	1A-CS-01 (K-4) Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	(K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.5.B 1 (k-2) Confirm understanding of text read aloud or presented orally by asking and answering questions about key details. CC.1.5.B (3-4) Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	(k-2) I can demonstrate understanding of the story and state key details. (3-4) I can state the main idea of the story and support it with details from the story.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can recognize, play and name note names on the staff. I can listen to pieces of music and explain the difference in tempo and timbre
Week 2	PE	(K-2) 10.4.3.A Identify and engage in physical activities that promote physical fitness and health. (3-4) 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	(K-2) I can develop my cardio endurance at home. (3-4) I can develop my cardio endurance at home and locate my heart rate.
	Music	(K-2) 9.1.3.C. Recognize and use fundamental vocabulary within each of the art forms. (3-4) 9.2.3.A. Explain the historical, cultural and social context of an individual work in the arts.	(K-2) I can identify the instruments of the woodwind and string families. (3-4) I can identify facts about a composer and their music.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2) I can express my feelings in my artwork. (3-4) I can show facial expressions using lines.
	Computer	1A-CS-01 (K-4) Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	(K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can recognize, play and name note names on the staff and apply to music exercises through authentic music making. I can listen to pieces of music and explain the difference in tempo and timbre.

	Library	CC.1.4.I (K-2) Identify facts and details that support reasons. CC.1.4.I (3-4) Support opinion with detailed reasons.	(k-2) I can identify key facts with a detail from the story. (3-4) I can give an opinion with supporting details for that opinion.
Week 3	PE	(K-2) 10.4.3.A Identify and engage in physical activities that promote physical fitness and health. (3-4) 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	(K-2) I can perform exercises to make my muscles stronger (3-4) I can develop my muscular strength at home to improve overall fitness
	Music	(K-2) 9.1.3.C. Recognize and use fundamental vocabulary within each of the art forms. (3-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-2) I can identify the instruments of the brass and percussion families. (3-4) I can identify line notes and space notes on the music staff.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2) I can make texture rubbings. (3-4) I can use either warm or cold color schemes.
	Computer	1A-CS-01 (K-4) Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	(K-2) Students will complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) Students will use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.3.G (K-2) 1 Identify characters, setting and events that occur in story and describe based on illustrations and details. CC.1.3.G (3-4) Describe illustrations in story read aloud.	(K-2) I can state characters, setting and an event that happened in the story. (3-4) I can use full sentences to describe the illustrations from the story.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can play a song in front of others I can explore my instrument and use the key tools to making music I can utilize resources to explore and share music making experiences
Week 4	PE	(K-2) 10.4.3.A Identify and engage in physical activities that promote physical fitness and health. (3-4) 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	(K-2) I can perform exercises to stretch my muscles (3-4) I can flex and extend my muscles to improve my overall fitness
	Music	(K-2) 9.1.3.A. Know and use the elements and principles of each art form to create works in the arts and humanities. (3-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-2) I can demonstrate musical elements through various activities. (3-4) I can identify line notes and space notes on the music staff.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2) Make a collage using pictures from mail and magazines. (3-4) I can repeat shapes making patterns
	Computer	1A-CS-01 (K-4) Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	(K-2) Students will complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) Students will use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.3.H (K-2) Identify similarities and differences among characters from different stories. CC1.2.H (3-4) Identify text that supports author's points.	(k-2) I can say what is the same and what is different with the characters. (3-4) I can state what the author's purpose was in making this story.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can learn and play new notes I can demonstrate proper use of my instrument I can listen to music of different cultures and identify musical qualities (instruments, tempo, rhythm)
Week 5	PE	(K-2) 10.4.3.A Identify and engage in physical activities that promote physical fitness and health. (3-4) 10.4.6.A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	(K-2) I can challenge myself during physical activity (3-4) I can keep an active lifestyle while staying at home from school
	Music	(K-2) 9.1.3.A. Know and use the elements and principles of each art form to create works in the arts and humanities. (3-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-2) I can demonstrate musical elements through various activities. (3-4) I can read and demonstrate musical elements through various activities.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2) I can listen to music to inspire my artwork. (3-4) I can repeat shapes making patterns
	Computer	1A-CS-01 (K-4) Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	(K-2) Students will complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) Students will use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.2.E (K-2) K Identify parts of the book (e.g., title, author) and parts of text (e.g., beginning, end, details). CC.1.2.E (3-4) 2 Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	(K-2)- I can locate parts of the book using beginning, middle, end. (3-4)- I can locate facts using digital resources provided.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise	I can reinforce basic fundamentals (embouchure, posture, slide positions/fingerings) I can play a song by ear I can write and play my own song
Week 6	PE	(K-2) 10.5.3.A. Recognize and use basic movement skills and concepts. (3-4) 10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	(K-2) I can control my body while performing dances (3-4) I can show movement concepts while dancing
	Music	(K-2) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. (3-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-2) I can perform a song for my family. (3-4) I can read and demonstrate musical elements through various activities.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4) 9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce, review and revise original works in the arts.	(k-2) I can make a map of my home. (3-4) I can create found object art.
	Computer	1A-CS-01 Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.2.E (K-2) Identify text features to locate key facts or information in text. CC.1.2.L (3-4) Independently, use various print and digital reference sources.	(k-2) I can state facts and information from the story. (3-4) I can choose a resource independently from one of the listed search engines.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	Explore and navigate the essential elements book and resources I can explore and produce experimental music
Week 7	PE	(K-2) 10.5.3.A. Recognize and use basic movement skills and concepts. (3-4) 10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills	(K-4) I can control my body while performing dances and other activities
	Music	(K-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-4) I can perform a song for my family.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2)I can combine and overlap shapes. (3-4) I can create a mythical creature.
	Computer	1A-CS-01 Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.3.G (K-2) Find connections between words and illustrations in book read aloud or read alone. CC.1.3.G (3-4) Identify characters and settings in the story (either in text or digital form) and understand their impact on the story by using information from illustrations and words in text. Explain plot in story (either in text or digital form) by using information from illustrations and words in text.	(k-2) I can connect what is said to the illustrations in the story. (3-4) I can identify characters, setting, and plot of the story.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can explore and produce authentic music making experiences through the use of technology I can create using music technology I can listen to pieces of music utilizing music technology
Week 8	PE	(K-2) 10.5.3.A. Recognize and use basic movement skills and concepts. (3-4) 10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills	(K-4) I can be actively engaged at home.
	Music	(K-2) 9.1.3.A. Know and use the elements and principles of each art form to create works in the arts and humanities. (3-4) 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	(K-2) I can demonstrate musical elements through various activities. (3-4) I can perform a song for my family.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2) I can make a paper bag creation. (3-4) I can turn a shape into a form.
	Computer	1A-CS-01 Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.5.B 1 (k-2) Confirm understanding of text read aloud or presented orally by asking and answering questions about key details. CC.1.5.B (3-4) Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	(k-2) I can demonstrate understanding of the story and state key details. (3-4) I can state the main idea of the story and support it with details from the story.

	Instrumental Music	9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise	I can match and play music through solfege I can select, practice, and perform a piece in my book through learned sight reading skills
Week 9	PE	(K-2) 10.5.3.A. Recognize and use basic movement skills and concepts (3-4) 10.5.6 A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills	(K-4) I create an activity using basic movement concepts.
	Music	(K-4) 9.1.3.A. Know and use the elements and principles of each art form to create works in the arts and humanities.	(K-4) I can create a song using the musical elements I have learned.

	Art	(K-2) 9.1.3.A.4 Know and use the elements and principles of each art form to create works in the arts and humanities (3-4)9.1.3.B.4 Recognize, know, use and demonstrate a variety of appropriate arts elements to produce , review and revise original works in the arts.	(k-2)I can make a sculpture using paper. (3-4)I can view and become aware of a local exhibit
	Computer	1A-CS-01 Select and operate appropriate software to perform a variety of tasks 1A-DA-06 (K-2) Collect and present the same data in various visual formats. 1B-AP-15 (2-4) Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.	K-2) I can complete various puzzles demonstrating keyboarding skills and progress through the program. (2-4) I can I use block coding to complete and debug various algorithms using sequence, loops, and other coding basics.
	Library	CC.1.3.H (K-2) Identify similarities and differences among characters from different stories. CC1.2.H (3-4) Identify text that supports author's points.	(k-2) I can say what is the same and what is different with the characters. (3-4) I can state what the author's purpose was in making this story.

	Instrumental Music	Standard - 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts	I can express who I am through music with words and without. I can describe who I want to be through music

Middle School Learning Maps

Grade 5	
Objectives	Standards
Read the passage to practice comprehension skills.	CC.1.1.5.E Read with accuracy and fluency to support comprehension
Cite textual evidence from the passage to answer response questions.	CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
Find the meanings of new words and interpret the figurative language in the passage.	CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language
Read nonfiction and informational passages independently.	CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Determine the theme of the novel, Holes, and describe how the characters react to the conflicts in the plot.	CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Cite the textual evidence to explain what the text says and make inferences from your reading.	CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
Read the story independently to practice comprehension skills.	CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Write sentences and paragraphs using proper grammar, capitalization, punctuation, and spelling.	CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Outside Resources: Common Lit, Readworks, Quizlet, Quill, Youtube Audio Recordings and Videos

Grade 6	
Objectives	Standards
Read the passage, “Tiny Plastic-Big Problem” and identify the central idea and write a summary.	CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Use textual evidence from the article to answer the response questions.	CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
Read nonfiction and informational passages for comprehension.	CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Write sentences and paragraphs using proper grammar, punctuation, capitalization, and spelling skills.	CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Read the novel, <i>The Giver</i> , independently for comprehension.	CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Determine the theme of the text and write a summary using details.	CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Read the novel and describe how the plot develops and how the characters change.	CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
Identify and learn new vocabulary words and analyze figurative language in the text.	CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Outside Resources: Common Lit, Readworks, Quizlet, Quill, Youtube Audio Recordings and Videos

Grade 7	
Objectives	Standards
Acquire background information before reading <i>Chasing Lincoln's Killer</i> .	CC.1.2.7.A 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.
Take a virtual field trip to a novel's setting.	CC.1.5.7.C 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.
Analyze character motivation in a novel.	CC.1.3.7.B 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.
Analyze an author's presentation of mood.	CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.
Examine multiple points of view in a novel.	CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Analyze the role of setting in a novel.	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
Examine a novel's resolution.	CC.1.3.7.B 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.
Summarize key events in the plot of <i>Chasing Lincoln's Killer</i> .	CC.1.3.7.A 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.

Outside Resources:

Chasing Lincoln's Killer Audiobook-

<https://www.youtube.com/watch?v=IG7vIm8Hxv0&list=PLJNXppf0BjGG2UHXI1ksg8x8A-OQQOIQ0>

Grade 8	
Objectives	Standards
Analyze the presentation of the Holocaust in the documentary <i>One Survivor Remembers</i> .	CC.1.2.8.C- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Research the main events of the Holocaust.	CC.1.4.8.V- 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.
Summarize central ideas of <i>The Diary of Anne Frank</i> play excerpt.	CC.1.3.8.A-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.
Compare/contrast Anne Frank’s character as presented in play and diary versions.	CC.1.3.8.E- 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.
Research the lives of the characters in <i>The Diary of Anne Frank</i> .	CC.1.4.8.V- 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.
Analyze how “The Terrible Things” uses allegory to present the events of the Holocaust.	CC.1.3.8.H- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
Make connections between the Holocaust and the events in “Camp Harmony” and “In Response to Executive Order 9066.”	CC.1.2.8.C- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Reflect on the Holocaust, drawing on lessons learned from informational and literary texts.	CC.1.4.8.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

5th Grade	
Objectives	Standards
- Identify parts of the coordinate plane and the ordered pair in quadrant 1. - Represent real-world and mathematical problems by plotting points in quadrant 1 of the coordinate plane. Interpret the values of points in the situations.	CC.2.3.5.A.1 - Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. CC.2.3.5.A.2 - Classify two-dimensional figures into categories based on an understanding of their properties.
Classify two-dimensional figures based on their properties.	
- Solve problems involving computation of fractions by using information presented in line plots - Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels.	CC.2.4.5.A.2 - Represent and interpret data using appropriate scale. CC.2.2.5.A.4 - Interpret and evaluate numerical expressions using order of operations.
- Use multiple grouping symbols in numerical expressions and evaluate expressions containing these symbols. - Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them.	CC.2.4.5.A.5 - Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
- Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in real-world and mathematical problems. - Find volumes of solid figures composed of two non-overlapping right rectangular prisms.	

Resources: ConnectED / MyMath, CK-12, Khan Academy, You Tube, Prodigy, Quizziz, Kahoot

6th Grade	
Objectives	Standards
• Apply the properties of properties (commutative, associative, identity, distributive) to generate equivalent expressions. • Write algebraic expressions from verbal descriptions. • Identify parts of an expression using mathematical terms (term, constant, coefficient, etc). • Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems. • Use substitution to determine whether a given number makes an equation true. • Solve real-world and mathematical problems by writing and solving one-step equations. • Complete function tables for given function rules. • Extend and describe sequences using algebraic expressions.	• CC.2.2.6.B.1- Apply and extend previous understandings of Arithmetic to algebraic expressions. • CC.2.2.6.B.2- Understand the process of solving one-step variable equations or inequalities and apply it to real-world and mathematical problems. • CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.

Resources:

- ConnectEd Online Textbook
- Khan Academy
- Quizziz
- Prodigy
- Youtube Videos
- Quizlet
- Teachertube

7th Grade	
Objectives	Standards
- Construct and solve one step equations using addition, subtraction, multiplication and division to represent quantities in a real-world or mathematical problem. - Construct and solve one-step equations with rational coefficients to represent quantities in a real-world or mathematical problem. - Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. - Construct and solve two-step equations using addition, subtraction, multiplication and division to represent quantities in a real-world or mathematical problem. - Evaluate and graph one step inequalities using addition, subtraction, multiplication and division.	CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.
- Identify, use, and describe properties of angles and their measures. - Identify and use properties of supplementary, complementary, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. - Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding).	CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

Resources:

- ConnectEd Online Textbook
- Khan Academy
- Quizlet
- Prodigy
- Youtube videos
- Virtual Nerd
- Quizizz

8th Grade	
Objectives	Standards
- Identify parts of a right triangle - Use the Pythagorean theorem and its converse to find missing side lengths of a right triangle - Use the Pythagorean theorem and diagrams to solve real world problems - Use right triangles (Pythagorean theorem) in the coordinate plane to find the distance between two points - Use the distance formula to find the distance between two points	CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.
- Find the volume of cylinders - Find the volume of cones - Find the volumes of spheres	CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.
- Given a table, construct a scatter plot - Determine association/correlation of a scatter plot - Determine whether the association/correlation is linear or nonlinear - Identify outliers - Make conjectures about future data based on the pattern of the scatter plot (APPS) - Draw lines of best fit - Write equations, for the line of best fit, in slope intercept form - Use lines of best fit to make conjectures about the data	CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.
- Construct two-way tables - Define relative frequency - Use relative frequencies to interpret the data	CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.

Resources:

- ConnectEd Online Textbook
- Khan Academy
- Quizizz
- Kahoot (self-paced option)
- Prodigy
- YouTube Videos
- Teachertube

Pre-Algebra

Objectives	Standards
• Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. • Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. • Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers, and graph the solution set of the inequality. • Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. • Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. • Identify and use properties of supplementary, complementary, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. • Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding). • Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible	CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability

(i.e., a probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely or likely, and a probability near 1 indicates a likely event). • Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems. Formulas will be provided.	models. CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.

Resources:

- ConnectEd Online Textbook
- Khan Academy
- Quizziz
- Youtube Videos
- Snoop.com

Algebra 1

Objectives	Standards
• Write and/or solve a system of linear equations using graphing, substitution, and/or elimination • Write and/or solve a system of linear inequalities using graphing. • Multiply monomials using properties of exponents. Simplify expressions using the multiplication properties of exponents. • Divide monomials using the properties of exponents. Simplify expressions containing negative and zero exponents. • Evaluate and rewrite expressions involving rational exponents. Solve equations involving expressions with rational exponents. • Express numbers in scientific notation. Find products and quotients of numbers expressed in scientific notation. • Graph exponential functions. Identify data that display exponential behavior. • Solve problems involving exponential growth and decay. • Identify and generate geometric sequences and relate them to exponential functions. • Use and write a recursive formula for arithmetic and geometric sequences.	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.

Resources:

- ConnectEd Online Textbook
- YouTube
- Khan Academy
- Quizziz
- Meta-Calculator

Algebra 2

Objectives	Standards
• Evaluate functions by using synthetic substitution then determine whether a binomial is a factor of a polynomial. • Determine the number and type of roots for a polynomial equation then find the zeros of the function. • Find the sum, difference, product, quotient, and composition of functions. • Find the inverse of a function or relation. Determine whether two functions or relations are inverses. • Graph and analyze square root functions and inequalities. • Simplify and use a calculator to approximate radicals. • Add, subtract, multiply, and divide radical expressions • Write expressions with rational exponents in radical form and vice versa. Simplify expressions in exponential or radical form. • Solve equations and inequalities containing radicals.	• CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. • CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. • CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. • CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs • CC.2.2.HS.D.6 Extend the knowledge of polynomial identities to solve problems. • CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. • CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Resources:

- ConnectEd Online Textbook
- YouTube
- Khan Academy
- Meta-Calculator
- Quizziz

5th Grade: Regions of the United States

Objective	Standards
Become familiar with the geography of the twelve states which make up the Midwest.	1.5.B. Describe and locate places and regions as defined by physical and human features. 7.2.5.A. Describe the characteristics of places and regions.
Understand why the Midwest has been termed "America's Heartland".	7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic Activities • Political Activities
Examine how Midwest farming has changed through the years.	7.4.5.A. Describe and explain the effects of the physical systems on people within regions. 8.5.5.C. Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 8.5.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 6.1.5.B. Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good. 6.4.5.A. Explain why people specialize in the production of goods and services and divide labor.
Become familiar with the geography of the states in the Southeastern region of the United States.	7.1.5.B. Describe and locate places and regions as defined by physical and human features. 7.2.5.A. Describe the characteristics of places and regions.
Examine the factors that shaped the culture of the Southeast.	7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic Activities • Political Activities 8.5.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict

	• Economic stability
Understand how the geography of the Southeast helped shape daily life.	7.2.5.A. Describe the characteristics of places and regions. 7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic Activities • Political Activities 7.4.5.A. Describe and explain the effects of the physical systems on people within regions.
Become familiar with the geography of the states in the Southwestern region.	7.1.5.B. Describe and locate places and regions as defined by physical and human features. 7.2.5.A. Describe the characteristics of places and regions.
Examine how geography and history shaped life in the Southwest.	7.2.5.A. Describe the characteristics of places and regions. 7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic Activities • Political Activities 7.4.5.A. Describe and explain the effects of the physical systems on people within regions.
Explain the value of the Colorado River in providing water for states across two regions.	7.4.5.A. Describe and explain the effects of the physical systems on people within regions. 7.2.5.A. Describe the characteristics of places and regions. 7.2.5.B. Identify the basic physical processes that affect the physical characteristics of places and regions.
Resources: TCI: <i>Social Studies Alive! Regions of Our Country</i> digital textbook and interactive student notebook	

6th Grade: Ancient History I

Objective	Standards
Examine how artifacts can tell us about daily life in Mohenjodaro.	7.1.6.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B: Describe and locate places and regions as defined by physical and human features. 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
Research the origins and beliefs of Hinduism.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Examine the main beliefs and teachings of Buddhism.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Examine how Ashoka unified the Mauryan Empire and spread Buddhist values.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
Explain why the period during the Gupta Empire was known as a “golden age”.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

Explain how geography affected life in ancient China.	7.2.6.B. Describe the physical processes that shape patterns on Earth's surface. 7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
Explain how artifacts can reveal the history of ancient civilizations.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religion • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Examine how religion influenced political rule in ancient China.	8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religion • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Evaluate the effectiveness of Emperor Qin as a leader.	8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history. 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religion • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Resources: TCI Online Textbook/Workbook/Assessments TCI: <i>History Alive! The Ancient World</i> digital textbook and interactive student workbook	

7th Grade: Ancient History II Through the Middle Ages

Objective	Standards
Examine and understand the impact of the feudal system on Medieval Europe.	5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws.
Examine the responsibilities and functions of different social classes in medieval society.	8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 6.5.7.B: Describe the characteristics of productive workers.
Create a realistic depiction of life during the Middle Ages using research on social roles.	6.1.7.D: Explain how positive and negative incentives affect behavior. 6.5.7.B: Describe the characteristics of productive workers. 6.4.7.B: Analyze how changes in trade affect standards of living.
Determine the influence of the establishment of towns and trading on Middle Ages society.	6.2.7.A: Describe the interaction of consumers and producers of goods and services in the state and national economy. 6.4.7.B: Analyze how changes in trade affect standards of living.
Understand the impact and influence of the Church on society during the Middle Ages.	8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
Examine primary sources that changed governmental structures in medieval society.	8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 8.3.7.B: Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.4.7.B: Explain the importance of historical documents, artifacts, and sites which are critical to world history. 5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.
Examine the causes, events, and effects of the Crusades and create a timeline of significant events.	8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 8.4.7.C: Differentiate how continuity and change have impacted world history. -Belief systems and religions -Commerce and industry -Technology -Politics and government -Physical and human geography -Social organizations
Produce a final project of the Middle Ages demonstrating understanding of major concepts and ideas through a variety of activities and products.	8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 6.2.7.A: Describe the interaction of consumers and producers of goods and services in the state and national economy. 6.5.7.A: Describe how people are compensated for their production of goods and services. 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.

Resources:

Textbook PDF: <https://drive.google.com/open?id=1PAG2YraZOqwz4QUlxy78ruvhpB7pKSK8>

8th Grade: Civics and Government

Objective	Standards
Examine the roles and functions of the Judicial Branch of the United States government.	5.3.8.F: Explain the various judicial levels of the U.S. and state.
Examine the impact of significant Supreme Court cases on the history of the United States.	8.3.8.C - Summarize how continuity and change have impacted U.S. history. -Belief systems and religions -Commerce and industry -Technology -Politics and government -Physical and human geography -Social organizations 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history.
Outline how the criminal and juvenile court systems work.	5.3.8.F: Explain the various judicial levels of the U.S. and state. 5.1.8.A: Identify the sources of the rule of law.
Examine how courts outside of the United States function, including individual countries and the International Court of Justice.	8.4.8.C: Illustrate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 8.4.8.D: Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world. 6.4.8.B - Compare the standard of living in different times and places.
Identify and explain the rights of U.S. citizens protected by the Constitution.	5.2.8.A: Summarize the role of citizens in terms of right and responsibilities in different government systems. 5.1.8.D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
Compare the rights of U.S. citizens to the rights of citizens in other countries around the world.	6.4.8.B - Compare the standard of living in different times and places. 5.2.8.A: Summarize the role of citizens in terms of right and responsibilities in different government systems.
Identify the roles citizens play in the government.	5.2.8.A: Summarize the role of citizens in terms of right and responsibilities in different government systems. 5.3.8.G: Explain the role of interest groups in the federal government process. 5.3.8.D: Identify leadership positions and the role of political party affiliation at the local, state, and national levels. 5.2.8.B: Describe how citizens resolve conflicts in society and government.
Examine the influence of mass media on citizens and the government.	5.1.8.F: Analyze how political symbols are used by the media and leaders to influence public opinion. 5.3.8.G: Explain the role of interest groups in the federal government process. 5.3.8.H: Describe the influence of mass media on government. 5.4.8.D: Describe how mass media influences our view of international

	events. 6.1.8.D: Compare the effect of incentives on personal decisions. 6.2.8.C: Explain how advertising influences economic decisions.

Resources: Discovery Education Social Studies Techbook: Civics and Government

Grade 5			
Grade 5			
	Objective (s)	Standard (s)	
1	Compare and contrast weather and climate. Describe how unequal heating causes weather. Describe what is humidity.	3.3.5.A5 Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate 3.3.5 A2: Explain how the cycling of water, both in and out of the atmosphere has an affect on climate.	11.1 & 11.2
2	Compare and contrast cirrus, stratus, and cumulus clouds. Compare and contrast the different types of fog.	3.3.8.A5 Explain how the curvature of the earth contributes to climate. Compare and contrast water vapor, clouds, and humidity. 3.3.7. B2: Compare and contrast water vapor, clouds and humidity.	11.3 & 11.4
3	Differentiate between the different types of precipitation and how they form. Identify the different types of airmasses.	3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns 3.3.7.A5 Describe basic elements of meteorology. "4.2.5.A Explain the water cycle." 3.3.6.A5 Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation .	11.5 & 11.6
4	Describe the different types of fronts and the weather they produce. Explain how thunderstorms form and end.	3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns.3.3.7.A5 Describe basic elements of meteorology.	11.7 & 11.8
5	Illustrate a diagram showing why tornadoes strike the middle of the U.S. Explain what cyclones and Noreasters are and how they form.	3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns3.3.7.A5 Describe basic elements of meteorology. 3.3.7. A6: Describe the changes in atmospheric conditions associated with various weather patterns. .	11.9 & 11.10

6	Describe what is a hurricane and how it forms. Explain where a hurricane gets its' energy from and the effects of hurricanes. Differentiate between a snowstorm and a blizzard. Describe what factors effect blizzard formation.	3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns 3.3.7.A5 Describe basic elements of meteorology. .	11.11 & 11.12
7	Describe what a heat wave and a drought are; explain causes of drought. Explain what tools are used in weather prediction and their effectiveness.	3.4.5.A1: Explain how people use tools and techniques to help them do specific things. 3.3.7.A6: Describe the changes in atmospheric conditions associated with various weather patterns. .	11.13 & 11.14
8	Explain numerical weather prediction. Describe what information can be gathered from a weather map and weather forecast.	3.4.5.B4: Describe the use of symbols, measurements, and drawing promotes clear communications by providing a common language to express ideas.	11.15 & 11.16
9	Compare and contrast igneous, sedimentary and metamorphic rocks.	3.3.7.A1 Define basic features of the rock cycle. Describe the layers of the earth3.3.5.A3 Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.. .	4.7, 4.10, 4.13

Grade 6			
Grade 6	Water on Earth		
	Objective (s)	Standard (s)	Resources
1	What is the distribution of water on Earth. List the three states of water	3.3.6.A4 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere. Standard - 3.2.6.A1 Distinguish the differences in properties of solids, liquids, and gases.	CK12 - YouTube
2	Explain how water moves through the water cycle. Explain how people use water for agriculture, industry, and consumption.	3.3.6.A4 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere. 3.3.5.A4 Explain the basic components of the water cycle.	CK12 - YouTube
3	Explain how Earth's water is distributed. Describe what a water borne pathogen is and what can happen when safe drinking water is not available.	Standard - 3.1.4.A2 Describe the different resources that plants and animals need to live. Standard - 10.2.3.E Identify environmental factors that affect health. pollution (e.g., air, water, noise, soil) waste disposal temperature extremes insects/animals	CK12 - YouTube
4	What are strategies you can use to conserve water? Describe a watershed and how tributaries and rivers are related.	Standard - 4.3.7.B Explain the distribution and management of natural resources. Differentiate between resource uses: conservation, preservation, and exploitation Standard - 4.4.10.C Analyze how agricultural sciences and technologies strive to increase efficiency while balancing the needs of society with the conservation of our natural resources.	CK12 - YouTube
5	Explain what causes lakes to form and importance of ponds and lakes.	Standard - 3.3.4.A4 Recognize Earth's different water resources, including both fresh and	CK12 - YouTube

	Explain what characteristics cause flooding. Describe how can flooding be controlled.	saltwater. Describe phase changes in the forms of water on Earth	
6	Compare and contrast the formation, movement and types of glaciers. Describe what an aquifer is. Explain how groundwater is important to humans and how it can be collected. Differentiate between a spring and a well.	Standard - 3.3.4.A1 Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes. Standard - 4.2.8.A Describe factors that affect the quality of ground and surface waters.	CK12 - YouTube
7	Differentiate between a spring and a geyser. Explain some of the problems that come from overuse of groundwater.	Standard - 4.2.8.A Describe factors that affect the quality of ground and surface waters.	CK12 - YouTube
8	Describe how groundwater can become polluted. List three major sources of water pollution in the developed world.	Standard - 4.5.K.C Identify different types of pollution (land, water or air) and their sources. Standard - 4.2.8.A Describe factors that affect the quality of ground and surface waters. Standard - 11.2.6.E Describe the role of technology within a community in maintaining a safe and healthy living environment (e.g., safety, hospitals, waste treatment, water quality, schools).	CK12 - YouTube
9	Explain what you can do to protect water quality. Describe how to clean groundwater.	Standard - 4.2.8.A Describe factors that affect the quality of ground and surface waters. Standard - 11.2.6.E Describe the role of technology within a community in maintaining a safe and healthy living	CK12 - YouTube

		environment (e.g., safety, hospitals, waste treatment, water quality, schools).	

Grade 7			
Grade 7			Resources:
	Objective (s)	Standard (s)	
1	-Define motion as a change of position. - Understand that frame of reference refers to something that is not moving with respect to an observer that can be used to detect motion.	Standard - 3.3.7.B2 Identify a variety of instruments used to gather evidence about the universe.	CK-12.org youtube.com/scishow
2	-Analyze the relationships between speed, velocity and acceleration	Standard - 3.2.7.B1 Analyze how observations of displacement, velocity, and acceleration provide necessary and sufficient evidence for the existence of forces.	discoveryeducation.com
3	-Describe forces, and explain how forces act on objects	Standard - 3.2.6.B1 Explain how changes in motion require a force. Standard - 3.2.7.B1 Describe how unbalanced forces acting on an object change its velocity.	
4	-Determine net force when more than 1 force is acting on an object -Compare balanced	Standard - 3.2.7.B1 Describe how unbalanced	https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html

	and unbalanced forces -Explain why friction occurs	forces acting on an object change its velocity. Analyze how observations of displacement, velocity, and acceleration provide necessary and sufficient evidence for the existence of forces.	
5	-State and explain Newton's Laws of Motion	Standard - 3.2.7.B1 Describe how unbalanced forces acting on an object change its velocity. Standard - 3.2.8.B1 Explain how inertia is a measure of an object's mass. Explain how momentum is related to the forces acting on an object.	
6	-Explain the Law of Conservation of Momentum	Standard - 3.2.8.B2 Identify situations where kinetic energy is transformed into potential energy, and vice versa. Standard - 3.2.8.B1 Explain how inertia is a measure of an object's mass. Explain how momentum is related to the forces acting on an object.	quizlet.com

7	-Determine when work is being done on an object -Calculate when work is being done on an object -Explain the difference between work and power	Standard - 3.4.6.E3 Investigate that power is the rate at which energy is converted from one form to another or transferred from one place to another.	
8	-Explain how a machine makes work easier -Calculate mechanical advantage	Standard - 3.2.7.B2 Describe how energy can be changed from one form to another (transformed) as it moves through a system or transferred from one system to another system.	
9	-Identify and give examples of the 6 types of simple machines -Analyze the mechanical advantage provided by each simple machine -Identify the simple machines that make up a compound machine	Standard - 3.2.8.B6 Explain how physics principles underlie everyday phenomena and important technologies. Standard - 3.4.7.D2 Select and safely use appropriate tools, products and systems for specific tasks. Standard - 3.2.7.B1 (S7.C.3.1.3) Explain the mechanical advantages of simple machines.	

Grade 8		
Grade 8		
	Objective (s)	Standard (s)
1	I will be able to define that ecology is the study of how living organisms interact with each other and with their environment. I will be able to determine the main differences between abiotic factors and biotic factors in an environment.	4.1 Ecology 4.1.7.A. Describe the relationships between biotic and abiotic components of an ecosystem.
2	I will be able to describe the function of producers, consumers, and decomposers in an ecosystem.	4.1. Ecology 4.1.5.A. Describe the roles of producers, consumers, and decomposers within a local ecosystem
3	I will be able to explain how populations, communities, and ecosystems are related. I will be able to understand the different levels for the hierarchy of life.	4.1 Ecology 4.1.7.D Explain how biological diversity relates to the viability of ecosystems. Compare and contrast monoculture with diverse ecosystems. Explain how biological diversity relates to the ability of an ecosystem to adapt to change.
4	I will be able to explain how energy flows through a system by understanding food webs and food chains.	4.1 Ecology 4.1.7.C. Explain the flow of energy within an ecosystem Compare and contrast the flow of energy between organisms in different habitats. Explain the concept of trophic levels.
5	I will be able to describe how the removal of one species affects the entire food web.	4.1. Ecology 4.5.8.D. Use the theory of natural selection to examine the causes and consequences of extinction.
6	I will be able to explain the relationships between carrying capacity & limiting factors.	4.1. Ecology Examine the effects of limiting factors on population dynamics.

		Explain the concept of carrying capacity in an ecosystem.
7	I will be able to distinguish between mutualism, commensalism, competition, and parasitism. I will be able to describe the different types of competition.	4.1 Ecology 4.1.7.A. Describe symbiotic and predator/prey relationships.
8	I will be able to describe the process of succession and contrast between primary succession and secondary succession. I will be able to explain how mature communities develop.	4.1 Ecology 4.1.7.E Identify factors that contribute to change in natural and human-made systems. Explain the processes of primary and secondary succession in a given ecosystem.
9	I will be able to describe different wetland ecosystems. I will be able to explain the main characteristics of a watershed.	4.1. Ecology 4.2.8.A. Describe factors that affect the quality of ground and surface waters. 4.2.7.A. Explain how water enters, moves through, and leaves a watershed. Describe factors that affect the flow and water quality within a watershed. 4.2.8.B. Explain the value of wetlands to other living things.

Grade 5		
Class	Objective	Standard
	Students will create a unique design using perspective	Standard - 9.1.5.H: Use and maintain materials, equipment and tools safely at work and performance spaces.
	Students will observe something and draw it with line variation	Standard - 9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
	Students will be able to create a color wheel with found objects	Standard - 9.1.5.K: Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
	Students will be able to create a monochromatic design	Standard - 9.1.5.K: Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
	Students will show their understanding of value by turning a shape into a form	Standard - 9.1.5.c: Know and use fundamental vocabulary within each of the arts forms.
	Students will demonstrate their understanding of positive and negative space through a contour line project	Standard - 9.2.5.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
	Students will create a portrait using the style of an artist of their choosing	Standard - 9.2.5.D: Analyze a work of art from its historical and cultural perspective.
		Standard - 9.2.5.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
		Standard - 9.3.5.A: Identify critical processes in the examination of works in the arts and humanities.

Intermediate Art	
Objective	Standard
Students will use the elements of art to design a new product	9.1.8A: Know and use the elements and principles of each art form to create works in the arts and humanities.
Students will view and discuss surreal artwork	9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
Students will create unique digital artwork in the style of the surreal art movement	9.2.A. Explain the historical, cultural and social context of an individual work in the arts.
Students will critique their own artwork and the artwork of a peer.	9.3.C. Identify and classify styles, forms, types and genre within art forms
Students will choose a work of expressionist art and recreate it using modern characters or themes	9.3.D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.
Students will use the proper language to critique their own artwork	9.1.8 E Communicate a unifying theme or point of view through the production of works in the arts.
Students will create a meme using a famous piece of art.	

Grades 5,6,7,8

Class	Objective	Standard
Band	- WITH INSTRUMENTS - EVERY week, students will hold instrument correctly with proper posture and maintain care of instrument. Play your instrument!	9.1.5, 9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts. A. Know and use the elements and principles of each art form to create works in the arts and humanities. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. C. Identify and use fundamental and/or comprehensive vocabulary. G. Explain the function and benefits of rehearsal and practice sessions. H. Demonstrate and maintain materials, equipment and tools safely at work and performance space.
	- WITHOUT INSTRUMENTS - EVERY week, students should follow all assignments by doing the fingerings and singing/humming on a make-shift instrument!	
Week 1	Recognize music note names quickly and accurately.	
Week 2	Describe and demonstrate key signatures and accidentals.	
Week 3	Explore (and create) dynamics.	
Week 4	Count, clap and play rhythms considering the time signature.	
Week 5	Review musical terms and complete the vocabulary quiz. Explore Sight Reading Factory.	
Week 6	Learn the basics of tuning your instrument.	
Week 7	Recognize the Concert Bb Major scale and create a new warm up for our classroom.	
Week 8	Explore the art of composition by researching a composer and becoming a composer.	
Week 9	Write to convince your non-band friends to join band OR write to convince your band friends to switch to your instrument.	
ORCHESTRA	- WITH INSTRUMENTS - EVERY week, students will hold instrument correctly with proper posture and maintain care of instrument. Play your instrument!	9.1.5, 9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts. A. Know and use the elements and principles of each art form to create works in the arts and humanities. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. C. Identify and use fundamental and/or comprehensive vocabulary. G. Explain the function and benefits of rehearsal and
	- WITHOUT INSTRUMENTS - EVERY week, students should follow all assignments by reviewing the fingering placements and singing/humming your part.	
Week 1	Recognize music note names quickly and accurately.	

Week 2	Describe and demonstrate key signatures and accidentals.	practice sessions. H. Demonstrate and maintain materials, equipment and tools safely at work and performance space.
Week 3	Explore (and create) dynamics.	
Week 4	Count, clap and play rhythms considering the time signature.	
Week 5	Review musical terms and complete the vocabulary quiz. Explore Sight Reading Factory.	
Week 6	Learn the basics of tuning your instrument.	
Week 7	Review Concert Bb scale and create a new warm up for our classroom.	
Week 8	Explore the art of composition by researching a composer and becoming a composer.	
Week 9	Write to convince your non-orchestra friends to join orchestra OR write to convince your orchestra friends to switch to your instrument.	
Resources	www.musictheory.net, www.sightreadingfactory.com, concert music, Google Classroom, google search engine, various music websites, www.jwpepper.com	

Grade 5 Computer Fundamentals		
Class	Objective	Standard
Weeks 1 - 9	Digital Citizenship (Common Sense Media Lesson)- Students will be able to: *Define breaking news, and understand why individuals and news outlets want to be first to report a story. *Analyze breaking news alerts to identify clues of false or incomplete information. *Reflect on the consequences of reacting right away to breaking news alerts.	15.4.5.B. Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior. 15.4.8.I. Solve a problem using an algorithm 15.4.2.G. Create a digital project using appropriate software/application for an authentic task.
	Coding Concepts -Students will be able to: *Decompose large activities into a series of smaller events *Reframe a sequence of steps as an encoded program *Identify and address bugs/errors in sequenced instructions	
	Scratch Coding -Students will be able to: *Create Scratch lessons from instructions and original Scratch lessons *Use critical thinking, problem solving and decision making skills to create animated Scratch programs *Demonstrate math topics through coding including X-Y coordinates, angles, percentages, probabilities, visualization and reasoning	
	Digital Citizenship (Everfi/Ignition Course-Digital Wellness and Safety) Students will be able to: *Understand and manage online relationships *Manage personal information (including location tracking) *Understand the benefits and risks of online and offline time *Recognize digital dependency and when to take action *Protect digital data *Recognize digital threats *Evaluate online content *Understand digital rights, restrictions and responsibilities	

Computer Fundamentals 6 th Grade		
Class	Objective	Standard
Weeks #1-#9	-Demonstrate proper uses of technology -Reinforce basic keyboarding skills -Explore and Navigate in Google Docs -Create, Edit, and Format a Google Doc -Explore and Navigate in Google Slides -Create, Edit, and Format a Google Slides Project	15.4.5.A- Identify emerging technologies used for educational and personal success. 15.4.5.B- Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior. 15.4.5.F- Create a digital project using appropriate software/application for an authentic task. 15.4.8.G- Create an advanced digital project using appropriate software/application for an authentic task.
Game Design		
Weeks #1-#9	- Refine programs to achieve a desired action - Create a program with multiple event blocks - Create a game in Scratch	15.4.8.D- Create projects using emerging input technologies. 15.4.8.G- Create an advanced digital project using appropriate software/applicaition for an authentic task. 15.4.8.H- Explain the differences between a scripting language and a coding language. CSTA Standard: 2-DA-09: Refine computational models based on the data they have generated. CSTA Standard: 2-AP-10: Use flowcharts and/or pseudocode to address comlex problems as algorithms. CSTA Standard: 2-AP-12: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
Resources		
Google Classroom		

Google Docs
Google Slides
Google Hangouts
PDF's

Minecraft Grades 7&8		
Weeks 1 - 9	Digital Citizenship (Common Sense Media Lesson)- Students will be able to: *Define breaking news, and understand why individuals and news outlets want to be first to report a story. *Analyze breaking news alerts to identify clues of false or incomplete information. *Reflect on the consequences of reacting right away to breaking news alerts.	15.4.5.B. Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior. 15.4.8.I. Solve a problem using an algorithm 15.4.2.G. Create a digital project using appropriate software/application for an authentic task.
	Scaling Projects- Students will be able to: *Draft a layout on on-line graph paper *Meet the dimension standards for the drawings parameters *Draw a second layout that is scaled four times as large on the on-line graph paper	
	Code.org: Course F (Lessons 1, 2, 3, 4, 5, 7, 8, 9, 12, 13, 15 & 16) Students will be able to: *Use functions and pre-determined functions to simplify complex programs. *Define and create sprites and assign them costumes and behaviors. *Create animations *Differentiate between the different types of loops and use the appropriate type based on the circumstance *Identify, assign and utilize variables *Recognize and break down patterns *Use variables to change values inside of a loop *Recognize and determine when to use a 'for' 'repeat' and 'while' loop *Create an interactive, animated game utilizing sequence and events.	

Google Apps Grades 7 & 8

Weeks 1 - 9	Digital Citizenship (Common Sense Media Lesson)- Students will be able to: *Define breaking news, and understand why individuals and news outlets want to be first to report a story. *Analyze breaking news alerts to identify clues of false or incomplete information. *Reflect on the consequences of reacting right away to breaking news alerts.	15.4.5.B. Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior.
	Google Slides Lessons-Students will be able to: *Create and modify slides, insert and modify slides, create animations and transitions, work with multi-media backgrounds, and add and modify hyperlinks	15.4.8.I. Solve a problem using an algorithm 15.4.2.G. Create a digital project using appropriate software/application for an authentic task.
	Google Drawing Lessons-Students will be able to: *Change colors and lines for backgrounds, shapes and word art *Work with all types of shapes and manipulate them to match lesson graphics *Change page orientation, text alignments, and utilize snap to guides *Work with tables	15.4.8.G- Create an advanced digital project using appropriate software/application for an authentic task.

Web Design Grades 7 & 8		
Weeks 1 - 9	Digital Citizenship (Common Sense Media Lesson)- Students will be able to: *Define breaking news, and understand why individuals and news outlets want to be first to report a story. *Analyze breaking news alerts to identify clues of false or incomplete information. *Reflect on the consequences of reacting right away to breaking news alerts.	15.4.5.B. Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior. 15.4.8.I. Solve a problem using an algorithm 15.4.2.G. Create a digital project using appropriate software/application for an authentic task. 15.6.8.L Evaluate the accuracy and bias of online sources of information;appropriately cite online resources.
	How to Choose the Best Web Design Software Lesson -Students will be able to: *Gain a general understanding of 20 different web design programs *Compare and contrast various web design programs based on need	15.4.8.C. Compare and contrast peripheral devices of computing systems for specific needs.
	Google Sites (Games, Restaurant Comparisons & How It's Made Websites) -Students will be able to: *Design websites based on various page criteria from teacher *Utilize the following web design tools in Google Sites: titles, text boxes, images, gallery, slide show, maps, buttons, dividers, spacers, and videos *Recognize and site from credible on-line resources *Utilize personal preferences and creativity	
Resources		
Google Classroom		
Shared Google Docs		
Shared Assignment Links		
Everfi Online Software		
Code.org Online Software		
Scratch Online Software		
Google Hangouts Lesson Recordings		

Outside Resources:

US Holocaust Museum Website- <https://www.ushmm.org/>

Anne Frank House- <https://www.annefrank.org/en/>

“The Terrible Things”- <https://www.youtube.com/watch?v=8KsAvtHsyY0>

Grade 5		
Class	Objective	Standard
Week 1-2: On Your Own	SWBAT: explain what colors should and should not be washed together determine the amount of laundry detergent needed for each specific load give removal tips for different food stains distinguish the differences between care labels	Standard - 11.1.6.D Analyze information in care instructions, safety precautions, and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities Standard - 11.1.6.F Explain practices to maintain and/or repair consumer goods and services.
Weeks 3-9: On Your Own	SWBAT: use the steps in the decision making process to make better choices use interpersonal skills to settle conflicts know what makes an effective teammate and use those skills to better him/herself	11.2.6.A Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods. Standard - 11.2.6.H Describe positive and negative interactions within patterns of interpersonal communications. (Placating, Blaming, Distracting, Intellectualizing, Asserting) Standard - 11.2.6.C Classify the components of effective teamwork and leadership.

Grade 6		
Week 1: Intro to Cooking	SWBAT: define terms related to Food Borne Illnesses read article from the CDC and explain the outbreak discuss the problems, symptoms and consequences of Food Borne Illnesses	11.2.6.B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food production)
Weeks 2-9: Intro to cooking	SWBAT: prepare and create a recipe based on menu planning create a menu based on USDA guidelines follow proper sanitation and safe procedures	Standard - 11.3.6.F Analyze basic food preparation techniques and food-handling procedures. 11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g. time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation) 11.2.6.B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food production)

Grade 7 & 8

Week 1 & 2: Design It	OBJ: Students will demonstrate their knowledge of fashion history from 1900-Present through series of quizzes an a google slides assignment.	8.3.8.B: Evaluate the importance of historical documents, artifacts, and places critical to United States History. UEN ST 3: Discuss the History of fashion the cultural influences and their impact on drastic fashion changes in each decade.
Week 3: Design It	OBJ: Students will assess what occupies their time, determine efficiencies and learn to use a time management tool	11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities)
Week 4 & 5: Design It	OBJ: Students will learn the effects of color on mood, understand the interaction of colors on the color wheel as they relate to designing a color scheme for a room.	UEN FACS 1.2:Describe the basic elements and principles of design used in the home and industry. 1.2.C:Describe the effect of color on shape, size, feelings, and mood. 1.2.D: Explore the science of color and color combinations to form color schemes.
Week 6-8: Design It	OBJ: Students will learn basic interior design terms and identify their use in rooms and with fabrics. 2. Students will examine furniture and make a grouping of furnishings they like. 3. Students will design a "dream room" utilizing the design elements they have learned (color, space, furniture, texture)	11.2.6.D: Identify the concepts and principles used in planning space for activities. 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g. family room, home office, kitchen)

Grade 7 & 8		
Week 1-2: On Your Own	SWBAT: explain what colors should and should not be washed together determine the amount of laundry detergent needed for each specific load give removal tips for different food stains distinguish the differences between care labels	Standard - 11.1.6.D Analyze information in care instructions, safety precautions, and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities Standard - 11.1.6.F Explain practices to maintain and/or repair consumer goods and services.
Weeks 3-9: On Your Own	SWBAT: use the steps in the decision making process to make better choices use interpersonal skills to settle conflicts know what makes an effective teammate and use those skills to better him/herself	11.2.6.A Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods. Standard - 11.2.6.H Describe positive and negative interactions within patterns of interpersonal communications. (Placating, Blaming, Distracting, Intellectualizing, Asserting) Standard - 11.2.6.C Classify the components of effective teamwork and leadership.
Week 1: Intro to Cooking	SWBAT: define terms related to Food Borne Illnesses read article from the CDC and explain the outbreak discuss the problems, symptoms and consequences of Food Borne Illnesses	11.2.6.B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food production)
Weeks 2-9: Intro to cooking	SWBAT: prepare and create a recipe based on menu planning create a menu based on USDA guidelines follow proper sanitation and safe procedures	Standard - 11.3.6.F Analyze basic food preparation techniques and food-handling procedures. 11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g. time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation) 11.2.6.B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food production)
Weeks 1-9: Cooking from Scratch	SWBAT: prepare and create a recipe based on menu planning create a menu based on USDA guidelines	Standard - 11.3.6.F Analyze basic food preparation techniques and food-handling procedures. 11.3.9F Hypothesize the effectiveness of the use of meal

	follow proper sanitation and safe procedures	management principles (e.g. time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation) 11.2.6.B Describe safe food handling techniques (e.g. storage, temperature control, food preparation, conditions that create a safe working environment for food production)

Grade 6		
Class	Objective	Standard
6th Grade Health		
Week #1	Students will be introduced to the skeletal system	
	SWBAT identify the various functions of the skeletal system	
week #2	Joints, connective tissue and problems of the skeletal system	
week #2	Students will be introduced to the Circulatory System	S5 M2
week #3	Students will be able to identify functions of the Circulatory System	
week #4	What is the Respiratory System?	
week #5	SWBAT identify functions and problems of the Respiratory System	
week #6	Students will be introduced to the Digestive System	
week #7	SWBAT identify functions of the Digestive System	
week # 8 and #9	Review all the Systems learned throughout the quarter	
5th Grade PE		
week #1	Identify basic at home exercises that can improve the 5 components of fitness	
week #2	Students will understand and engage in physical activity to improve their cardiovascular endurance	
week #3	Students will understand and engage in physical activity to improve their upper body strength and flexibility	
week #4	Continue to identify exercises to improve cardiovascular endurance	
Week #5	Students will understand and engage in physical activity to improve their lower body and flexibility	10.4.9.A, 10.4.6.A
week #6	Students will understand and engage in physical activity to improve their cardiovascular endurance	
week #7	Students will understand and engage in physical activity to improve their upper body strength and flexibility	
week #8	continue to utilizes exercises to improves upper and lower body strength	
week #9	Continue to identify exercises to improve cardiovascular endurance	
Resources	https://www.youtube.com/watch?time_continue=7&v=J8x6tZl2hVI&feature=emb_logo	
	https://www.youtube.com/watch?v=_lqd03h3te8	
	https://www.youtube.com/watch?v=UTR1lsX55dc	

	https://www.youtube.com/watch?v=h6wu4_LOhyU	
	https://www.youtube.com/watch?v=Og5xAdC8EUI	

Grade 7 & 8		
Class- 7th/8th Health	Objective	Standard
Week 1- Wellness and the Health Triangle	Students will know the 3 sides of the health triangle and ways to improve each side	10.2.6.A. Explain the relationship between personal health practices and individual well-being.
Week 2- Health Triangle	Students will know the 3 sides of the health triangle and ways to improve each side	10.2.6.A. Explain the relationship between personal health practices and individual well-being.
Week 3- CPR and first Aid	Students will know how to perform hands only CPR	10.3.6.B. Know and apply appropriate emergency responses.
Week 4- Nutrition	Students will know the 6 essential nutrients and healthy food choices for each nutrient	10.1.6.C. Analyze nutritional concepts that impact health
Week 5- Nutrition	Students will know the 6 essential nutrients and healthy food choices for each nutrient	10.1.6.C. Analyze nutritional concepts that impact health
Week 6- Physical Activity	Students will know the benefits of regular physical activity	10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body
Week 7- Physical Activity	Students will know the 5 components of physical fitness and the F.I.T.T. principle	10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body
Week 8- Communication and Relationships	Students will learn ways to communicate better to avoid misunderstandings	10.3.6.C. Describe strategies to avoid or manage conflict and violence.
Week 9- Stress/anxiety/anger	Students will learn ways to cope with stress, anxiety and anger	10.3.6.C. Describe strategies to avoid or manage conflict and violence.
Resources		
Slideshows		
Articles		
Module outlines		
Videos		

Grade 7 & 8		
Objective	Standard	Resources
The students will define bullying	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will be able to explain what a bully is and how to identify one	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will be able to identify the 4 types of bullying	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will be able to define the roles in a bullying situation	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
1. Students will be able to identify what to do if they are being bullied. 2. Students will be able to identify what to do if they witness bullying.	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will be able to define self image	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will list characteristics of someone with a positive and negative self image	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube
The students will list ways and how to set goals to enhance their self-esteem	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C.	Chromebook - Google Slides - Youtube

	Describe strategies to avoid or manage conflict and violence.	
The students will explain the relationship between body image and self-esteem	10.1.6.D. Explain factors that influence childhood and adolescent drug use.10.3.6 C. Describe strategies to avoid or manage conflict and violence.	Chromebook - Google Slides - Youtube

Class	Objective	Standard
Journalism		
	Successfully write a caption.	CC.1.4.8.U 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.
	Learn about different types of bias in the media.	CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
	Identify types of bias in commercials.	CC.1.5.8.C 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.
	Write a review article.	CC.1.4.8.H Introduce and state an opinion on a topic.
	Analyze current events and how to present them effectively.	CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	Determine the validity of news.	CC.1.2.8.I 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.
	Study an aspect of journalism history through a movie adaptation.	CC.1.3.7.H 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.
	Research careers in journalism.	CC.1.4.8.V 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. CCC.1.4.8.W 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."

Grades 5,6,7,8

Class	Objective	Standard
Choir, Guitar, Harp	Students will develop their ideas and create their own music video and produce a music video project.	9.1.5, 9.1.8 Production, Performance and Exhibition of Dance, Music, Theater, and Visual Arts
	Students will work through/review basic music theory: notes, rests, value, pitch, keys, staff placement, instrument placement, posture.	A. Know and use the elements and principles of each art form to create works in the arts and humanities.
	Students will continue concert rehearsal needs, getting all in concert readiness.	B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in art.
		C. Identify and use comprehensive vocabulary within each arts forms.
		D. Describe and use knowledge of a specific style within each art form through a performance...
		E. Communicate a unifying theme or point of view through the production of works in the arts.
		G. Explain the function and benefits of rehearsal and practice sessions.
		H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
		J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts...
Week 1	Introduce project. Students select song and brainstorm.	
Week 2	Students develop storyboard and script.	
Week 3	Students rehearse and polish video.	
Week 4	Students record project and submit work.	
Week 5	Re introduce music theory: notes, rests, pitches, values. Bring this to their area of interest...singing, guitar, harp.	
Week 6	Put to use what we've learned. Guitars: Play the Baby Shark Song by ear then write it on staff paper using standard music notation. Harps: Listen to Jensukkudansen	
	Choir students: Write out the notation to "America"	

Week 7	Back to rehearsing our concert selections.	
Week 8	Rehearse and polish for our Friday Night Front Porch Concert...everyone's front porch at 7:30 p.m.	
Resources	Music accompaniments in lessons. Kids Music Lesson - Lines and Space Notes, Music Theory for Kids/ Color Me Mozart.	

Grade 6, 7 & 8		
Class	Objective	Standard
7/8 Physical Education		
Week 1- Introduction to Physical Activity	Engage in 40 minutes of physical activity through home workouts, or recreational play	10.4.9.A Analyze and engage in physical activities that are developmentally/individually appropriate of personal fitness and activity goals. 10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
Week 2- Cardio Strength	Students will understand and engage in physical activity to improve their cardiovascular endurance	
Week 3- Upper Body Strength and Flexibility	Students will understand and engage in physical activity to improve their upper body strength and flexibility	
Week 4- Lower body Strength and Flexibility	Students will understand and engage in physical activity to improve their lower body and flexibility	
Week 5- Yoga Stretch and Mindfulness	Students will engage in Yoga activities to stretch and refocus their minds	
Week 6- Choice	Students will be able to engage in activities of their choice that they have learned in previous weeks	
Week 7- Recreational Activities	Students will engage in physical activity that can be done recreationally. Going on a hike, cutting the grass, playing a pick up game of kickball etc.	
Week 8- Sports Discovery	Students will choose a sport of their choice and practice/ explore the skills needed to play that sport	
Week 9- Create Your Own Fitness Plan	Students will use the knowledge taught previously and create their own fitness plan with the intent to engage in purposeful, meaningful physical activity	

Resources:

Fitness Guide

Activity Log

Grade 6		
	Objective	Standard
Spanish 6		
Wk 1	Students will practice and demonstrate an understanding of how to use 3 strategies recommended for use in class in order to interpret more of the language. Students will be introduced to vocabulary used in basic speaking and writing through talking about & practicing the 3 strategies of Pairing, Comparing & Guessing in Context (GIC)	PA 12.1. B. Know common vocabulary forms and structures used in basic speaking and writing. (Stage 1)-
	· Vocabulary Introduced through Pairing (Greetings, farewells and courtesy expressions)- Mucho Gusto, Hola, Presente	C. Recognize common vocabulary terms through listening and reading.
	· Vocabulary Introduced through Comparing Spanish to English: presente, clase, copia, abril, estudiantes comparan comprender las estrategias, introducción, profesora, contexto, +Instrucciones, Escribe, Español, inglés, perspectiva, expectativa	
	· Vocabulary Introduced through Guessing In Context (GIC): Me llamo, soy, soy de, Hablo + Señor, Señora, Señorita, Me encanta chocolate.	
Wk 2	Students will list Spanish they already know in order to participate in a class discussion.	PA. 12.1.1.
	Students will respond to questions that require students to elicit thoughtful responses allowing for all students to respond in order to facilitate their realization that they know more Spanish than they might think.	B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)
	· Spanish in the Culture of the United States: Taco, Nacho, Burrito, Jalapeno, Poncho, Sombrero, Piñata, Cha cha cha, Tango, Mamba, Mesa, Rodeo, Armadillo, "Hasta la vista Bebe", Adiós	· Greetings, farewells and courtesy expressions-
	Students will identify the sounds of the Vowels by listening to the pronunciation of the words previously discussed as words that are part of the culture of the U.S.	E. Identify words from the target language that are commonly used in English.
	Students will repeat vowels and practice pronouncing Names by applying the knowledge of the vowel sounds.	12.3. The Role of CULTURE in World Language Acquisition
		12. 3.1 (CONTENT STANDARDS)
		A. Identify fundamental products and customs of the target culture

		B. Know typical expressions and gestures for basic social interactions in the target culture
		A. Discuss the fundamental products and customs of the target culture in the target language.
		12.3.1 (PERFORMANCE INDICATORS)
		A. Discuss the fundamental products and customs of the target culture in the target language.
		· Culture-specific foods and crafts
		B. Use culturally appropriate memorized expressions and gestures for basic social interactions
		· Greetings and leave-takings
Wk 3	Students will be able to repeat the Vowels & the Alphabet And will be able to ask & respond to the question: "What's your name?" • ¿Cómo te llamas? & Me llamo Students will be able to ask and respond to the question: How do you spell....? using the Spanish Alphabet. • ¿Cómo se escribe & Se escribe...	12.1.1 (PERFORMANCE INDICATORS) A. Recite target language alphabet and associated sounds and basic words with proper accentuation. PA 12.3.1. B. Use culturally appropriate memorized expressions and gestures for basic social interactions
		Recite target language alphabet and associated sounds and basic words with proper accentuation.
Wk 4	Students will be able to use Spanish numbers to provide information: give & receive telephone numbers, locker combinations and respond to questions that ask how many.	12.1.1. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills) • Numbers and dates D. Know simple sentence and question structures in order to communicate. 12.3.1. The Role of CULTURE in World Language Acquisition (PERFORMANCE INDICATORS) A. Discuss the products and customs of the target culture in simple sentences in the target language. • Quinceañera-
	Students will be able to recognize numbers 0-31 when said; be able to use them out of order- not just for counting; recognize patterns & hypothesize what higher numbers would be based on those patterns	

Wk 5	Students will learn the Spanish vocabulary words for 9 colors- colors of rainbow + black, brown and pink within the contexts of describing the Mexican and Spanish flags. Students will compare the histories of the U.S. & Mexico to identify similarities & differences and in order to gain understanding of how each of their languages came to be a product of their culture. Students will participate in the telling of the story of an Aztec Legend through the presentation of the colors of the Mexican flag.	PA12.1.1. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)
		· Colors
		PA 12.3.1. The Role of CULTURE in World Language Acquisition (PERFORMANCE INDICATORS)
		A. Discuss the fundamental products and customs of the target culture in the target language.
		· Flags
Wk 6	Students will learn the Spanish vocabulary words for 9 fruits & will be able to ask other students what their favorite fruit is & be able to respond to someone asking them what theirs is. Students will create a pie graph to present the data collected. Students will be able to recognize the vocabulary words for fruits (& numbers) in a story about a very hungry caterpillar. (And Guess In Context at the vocab for the days of the week).	PA12.1.1. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills) • Fruits PA 12.3.1. The Role of CULTURE in World Language Acquisition (PERFORMANCE INDICATORS) D. Discuss the fundamental products and customs of the target culture in the target language. • La Banana
Wk 78	Students will know the format to report the date in Spanish & be able to tell their birthdate and other well know holiday dates. Students will know that the days of the week and months in Spanish came from the Latin words for planets, the sun and the moon, thanks to the Romans. That the days of the week are not capitalized in Spanish and Vocab for Days of the Week and the months.	Wk 7/8 Days of the week & the Calendar, My Birthday is...
		PA12.1.1. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)
		· Days of the Week
		· Months & reporting the date
		· The Seasons

		PA 12.3.1. The Role of CULTURE in World Language Acquisition (PERFORMANCE INDICATORS)
		A. Discuss the fundamental products and customs of the target culture in the target language.
		· The Aztec Calendar.
Wk 9		Wk 9 Seasons of the Year & the Northern & Southern Hemispheres PA12.1.1. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills) • The Seasons • The Hemispheres

Grade 7 & 8			
Spanish 7/8			
Wk 1		Objectives	Standards
		Student will be able to discuss what they know about fables, crickets, and jaguars (Prelistening). Students will be able to use the dialogue of the fable to observe the use of Single Subject Pronouns: Tú, Ud. y Yo.	12.1. COMMUNICATION in a Target Language B. Know common vocabulary forms and structures used in basic speaking and writing. • Verb Conjugation C. 12.1.1. D. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills) 12.3.1 (PERFORMANCE INDICATORS) A. Discuss the fundamental products and customs of the target culture in the target language. • Fables
		Students will observe what happens to the verb with each subject pronoun, specifically to identify what letter it ends in, in order to start applying the concept to other verbs.	

		Students and teacher will compare this to English- is it the same or different? Does the verb change depending on the subject? Are there different verb forms, depending on the subject?	
Wk 2- 3		Students will apply knowledge about verb endings based on the subject of the verb in different contexts: What they do on certain days of the week What activities are appropriate to say they do in each of the seasons. What they do alone, with friends, with family.	PA 12.1. Communication
Resources	Teacher made videos, practices & activity sheets.		B. Know common vocabulary forms and structures used in basic speaking and writing.
			C. Recognize common vocabulary terms through listening and reading.
			D. Know simple sentence and question structures in order to communicate
			12.3.1 (PERFORMANCE INDICATORS)
			A. Discuss the fundamental products and customs of the target culture in the target language.
			· Los Voladores
Wk 4-5		Students will apply knowledge about verb endings for AR verbs in order to be able to determine what to do with ER & IR verbs. Students will be able to discuss their daily plate and health routines. Students will be able to compare what they “do” with what they “should do”	PA 12.1. Communication
			B. Know common vocabulary forms and structures used in basic speaking and writing.
			C. Recognize common vocabulary terms through listening and reading.
			D. Know simple sentence and question structures in order to communicate
			12.3.1 (PERFORMANCE INDICATORS)

			A. Discuss the fundamental products and customs of the target culture in the target language.
			· Food
Wks 6-7		Students will participate in the story of the Battle of Puebla and its relevance to the popular, American celebration Cinco de mayo . • Students will be able to compare Cinco de mayo to Independence Day. And talk about what they usually do on the 4th of July- what foods they eat, activities they participate in and the people they spend the day with.	PA 12.1. Communication
			B. Know common vocabulary forms and structures used in basic speaking and writing.
			C. Recognize common vocabulary terms through listening and reading.
			D. Know simple sentence and question structures in order to communicate
			12.3.1 (PERFORMANCE INDICATORS)
			A. Discuss the fundamental products and customs of the target culture in the target language.
			Cinco de Mayo
Wks 8-9		Students will practice using irregular verbs that they already use but have not yet explored the forms of. Students will compare how the two different forms of the verb "To be" are used And practice applying the rules of the two. Students will look at the conjugations other irregular verbs that they have used but have not yet explored the forms of. Student will describe themselves and others' physical descriptions- height, hair & eye color,	PA 12.1. Communication
			B. Know common vocabulary forms and structures used in basic speaking and writing.

			C. Recognize common vocabulary terms through listening and reading.
			D. Know simple sentence and question structures in order to communicate
			12.3.1 (PERFORMANCE INDICATORS)
			A. Discuss the fundamental products and customs of the target culture in the target language.
			· Life & Death- a comparison of the beliefs between the Cultures of the U.S. & Mexico.

Grade 5		
Class	Objective	Standard
Week 1	Introduce Design Process - Students will apply the steps of the engineering design process to a given challenge. Students will follow the design process as they plan for and construct a simple tower out of household materials.	3.4.5.C1. Explain how the design process is a purposeful method of planning practical solutions to problems. 3.4.5.D1 Identify ways to improve a design solution.
Week 2	STEM Careers/Design - Students will be able to define the steps of the design process. Students will be able to build a plan for how they might use the design process in prototyping a new consumer product. (Designing the Ultimate Prototype Lesson on Everfi - Endeavors STEM Career Exploration Course.)	3.4.5.C1. Explain how the design process is a purposeful method of planning practical solutions to problems. 3.4.5.D1 Identify ways to improve a design solution. 3.4.5.A1. Explain how people use tools and techniques to help them do things. 3.4.5.E6. Examine how manufacturing technologies have become an integral part of the engineered world.
Week 3	STEM Careers/Medical Uses - Students will identify three types of imaging, how they work, and their purposes. Students will understand the importance of gathering different types of data in order to better understand a patient's condition. Students will identify and reflect upon STEM careers in the medical field and how they may be of interest. (Medical Machines Lesson on Everfi)	3.4.5.B4. Identify how the way people live and work has changed history in terms of technology. 3.4.4.E1. Identify tools and devices that have been designed to provide information about a healthy lifestyle. 3.4.6.E1. Describe how advances and innovations in medical technologies are used to improve health care. 3.4.5.A1. Explain how people use tools and techniques to help them do things.
Week 4	Truss Projects - (Drawing Only) - Students will be able to follow the design process as they create a truss design that can support weight. Students will be able to define and use in written and verbal communication terms	3.4.5.C1. Explain how the design process is a purposeful method of planning practical solutions to problems. 3.4.5.D1.

	related to truss design and forces being applied to a structure. Students will be able to measure accurately.	Identify ways to improve a design solution. 3.4.5.C2. Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated. CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
Week 5 & 6	Real World Math Applications - SWBAT describe real-life examples of forces being applied and angle measures being utilized. Measure angles in whole-number degrees using a protractor. (The Pass - Hockey Scholar Math Edition on Everfi)	3.4.5.E4. Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas. 3.4.5.A1. Explain how people use tools and techniques to help them do things. CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume. Standard - 3.2.5.B7 Use mathematics in all aspects of scientific inquiry.
Weeks 7/8/9	Real World Math Applications - SWBAT describe how unit squares can be combined to create an object of a given area. Analyze area calculations to derive the area formula. Apply area formulas for whole-number edge lengths. Explain uses of the area formula in the real world. (Uncovering the Ice - Hockey Scholar Math Edition on Everfi)	
	Choice Menu - Given a choice menu of various STEM projects, students will demonstrate their knowledge of the design process through the creation (or drawing) of a project of their selection.	3.4.5.C1. Explain how the design process is a purposeful method of planning practical solutions to problems. 3.4.5.D1. Identify ways to improve a design solution. 3.4.5.C2. Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

Grade 6		
	Objective	Standard
Week 1	Introduce Design Process - Students will apply the steps of the engineering design process to a given challenge. Students will follow the design process as they plan for and construct a freestanding tower out of household materials.	3.4.6.C2. Show how models are used to communicate and test design ideas and processes. 3.4.6.C1. Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design. 3.4.6.D1. Apply a design process to solve problems beyond the laboratory classroom.
Week 2	STEM Careers/Design- Students will be able to define the steps of the design process. Students will be able to build a plan for how they might use the design process in prototyping a new consumer product. (Designing the Ultimate Prototype Lesson on Everfi - Endeavors STEM Career Exploration Course.)	3.4.6.E6. Identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials (e.g., separating, forming, combining, conditioning). 3.4.6.D1. Apply a design process to solve problems beyond the laboratory classroom.
Week 3	STEM Careers/Medical Uses - Students will identify three types of imaging, how they work, and their purposes. Students will understand the importance of gathering different types of data in order to better understand a patient's condition. Students will identify and reflect upon STEM careers in the medical field and how they may be of interest. (Medical Machines Lesson on Everfi)	3.4.6.E1. Describe how advances and innovations in medical technologies are used to improve health care.
Week 4	STEM Careers Data - Student Choice (Will choose one lesson of interest.) 1. Connecting the Home of the Future 2. Building the Perfect Playlist 3. Data Champions 4. Game Development Studio SWBAT identify STEM careers that utilize data literacy-related skills and identify one or more.	3.4.6.D2. Use computers appropriately to access and organize and apply information. 3.4.6.D3. Design and use instruments to evaluate data. 3.4.6.B3. Interpret how societal and cultural priorities

		are reflected in technological devices.
Week 5	Homestyler Project - SWBAT utilize the Homestyler program to create a floorplan that meets the given requirements and constraints.	3.4.6.C1. Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design. 3.4.6.C2. Show how models are used to communicate and test design ideas and processes. 3.4.6.E7. Explain how the type of structure determines the way the parts are put together.
Week 6	Homestyler Project - SWBAT design a home that is at least 900 square feet and within the allotted budget. Include at least 2 bedrooms, 1 bathroom, 1 livingroom, 1 kitchen, and a garage or parking area. Create a home of your original design which includes all required project elements and stays within your construction budget.	3.4.6.C1. Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design. 3.4.6.C2. Show how models are used to communicate and test design ideas and processes. 3.4.6.E7. Explain how the type of structure determines the way the parts are put together.
Week 7	Homestyler Project - SWBAT design a home that is at least 900 square feet and within the allotted budget. Include at least 2 bedrooms, 1 bathroom, 1 livingroom, 1 kitchen, and a garage or parking area. Create a home of your original design which includes all required project elements and stays within your construction budget.	3.4.6.C1. Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design. 3.4.6.C2. Show how models are used to communicate and test design ideas and processes. 3.4.6.E7. Explain how the type of structure determines the way the parts are put together.

Week 8/9		3.4.6.C1. Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design. 3.4.6.C2. Show how models are used to communicate and test design ideas and processes. 3.4.6.E7. Explain how the type of structure determines the way the parts are put together.
	Homestyler Project - SWBAT design a home that is at least 900 square feet and within the allotted budget. Include at least 2 bedrooms, 1 bathroom, 1 livingroom, 1 kitchen, and a garage or parking area. Students will write a sales description.	
Resources	https://platform.everfi.net/teacher/homepage	
	https://www.homestyler.com/int/	
	https://quizlet.com/latest	
	Google Classroom, Google Hangouts Meet, Google Slides	
	Teacher made tutorials	

Grade 6 STEM		
Class - STEM 6		
Week 1	Students will create an object of their choose, by using the basic tools in tinkercad	Level - 3.4.6.A: Standard - 3.4.6.A1 Identify how creative thinking and economic and cultural influences shape technological development.
week 2	Students will create a name tag in the program tinkercad.	Standard - 3.4.7.A1 Explain how technology is closely linked to creativity, which has resulted in innovation and invention.
week 3	Students will create a house, by using the tools in the program tinkercad.	Standard - 3.4.8.D1 Test and evaluate the

		solutions for a design problem.
Week 4	Students will create a cup, by using the tools in the program tinkercad.	Standard - 3.4.7.C1 Describe how design, as a creative planning process, leads to useful products and systems.
Week 5	Students will create a snowman, by using the basic tools in the program.	Standard - 3.4.6.A2 Describe how systems thinking involves considering how every part relates to others.
Week 6, 7, 8, and 9	Students will create a playground in sketchup.	
Resources	Learn.sketchup.com	
	edu.sketchup.com/app	
	Curriculum for turtle sandbox, keychain, and sketchup logo found in edu.skechup.com/app	
	www.tinkercad.com	
	https://www.youtube.com/watch?v=oWikx-HIX80&t=257s snowman	
	https://www.youtube.com/watch?v=HeTqjwfGJgU cup	
	https://www.youtube.com/watch?v=6sdWff1ZVDU - house	

Grades 7 & 8		
Class-STEM 7/8	Objective	Standard
Week 1	Students will be introduced to sketchup, and will be able to understand and use each tool in the program	Level - 3.4.6.A: Standard - 3.4.6.A1 Identify how creative thinking and economic and cultural influences shape technological development.
Week 2	Students will be able to create the sketchup logo in the program sketchup by using the basic tools in the program	Standard - 3.4.7.A1 Explain how technology is closely linked to creativity, which has resulted in innovation and invention.
Week 3 and 4	Students will create a plant cell in the program sketchup, by using the basic tools in the program	Standard - 3.4.8.D1 Test and evaluate the solutions for a design problem.

Week 5 and 6	Students will create a nametag in the program sketchup, by using the basic tools in the program	Standard - 3.4.7.C1 Describe how design, as a creative planning process, leads to useful products and systems.
Week 7,8,9	Students will create a turtle sandbox by using the basic tools in the program	Standard - 3.4.6.A2 Describe how systems thinking involves considering how every part relates to others.

Grades 5,6,7,8		
Class	Objective	Standard
Study Skills 5th, 6th, 7th, 8th		
Mondays	Students should be able to	
	-Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	-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 (e.g., to, too, two; there, their, they're)	
Tuesdays	-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
	-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	
	-Determine how an author supports particular points in a text through reasons and evidence.	
Wednesdays	-Determine or clarify the meaning of unknown and multiple-meaning words	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
	-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	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.
	-Use the relationship between particular words (e.g., synonyms,	

	antonyms, homographs) to better understand each of the words.	
Thursdays	-Explain the benefits of each of 10 executive functioning skills including time management, self-control, metacognition, and organization.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
Fridays	- Provide logically ordered reasons that are supported by facts and details when responding to opinion prompt	Write opinion pieces on topics or texts.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Write narratives to develop real or imagined experiences or events.
Resources		
PDE SAS	Creative Writing	
ReadWorks.com	-Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Write narratives to develop real or imagined experiences or events.
Newsela.com	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Vocabulary.com	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Write with an awareness of styles. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Education.com	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
	Provide a conclusion that follows from the narrated experiences or events.	
Journalbuddies.com		
Storyjumper.com		
GoogleDocs		

High School Learning Maps

Consumer Math	
PA Standard	Objective
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems	The students will be able to: .
	Calculate the dollar amount of interest using the simple interest formula
	· Describe how payday loans, auto title loans, pawnshops, and rent-to-own centers operate and generate revenue.
	· Explain how borrowers get trapped in an inescapable cycle of owing money.
	· Recognize why predatory lenders are so attractive to potential borrowers and what benefits they offer over traditional lending institutions.
	· Understand the slim odds of winning the lottery and common reasons that people play the lottery anyway
	· Explain the financial pitfalls that accompany playing the lottery and suggest responsible alternatives to participating
	· Describe the state budget implications of the lottery and how they impact families
	· Explain the consequences of falling behind on bill payments and possible solutions for overcoming debt
	· Understand the basics of Chapter 7 and Chapter 13 bankruptcy and how they are similar and different
	Identify risky financial decisions that could lead to bankruptcy and offer suggestions for avoiding them
	· Explain what identity theft is
	· Understand different types of identity theft and how they might occur
	Take steps to identify and prevent personal identity theft
	· Explain actions to take if they become a victim of identity theft
	· Understand the different factors involved when choosing a career
	· Determine what careers might suit them based upon their strengths, values and past experiences

	· Identify the best paying and fastest growing careers
	• Identify potential first job opportunities
	· Understand the information required to complete a job application
	Identify potential references for a job
	· Describe strategies to be successful in a first job interview

Pre-Algebra	
PA Standard	Objective
A1.1.2.1 Write, solve, and/or graph linear equations using various methods.	
	Write, solve, and/or apply a linear equation (including problem situations).
	Use and/or identify an algebraic property to justify any step in an equation-solving process. Note: Linear equations only. A1.1.2.1.3 Interpret solutions to problems in the context of the problem situation. Note: Linear equations only.
	Interpret solutions to problems in the context of the problem situation. Note: Linear equations only.

Algebra 1	
PA Standard	Objective
	The student will be able to add and subtract polynomials.
A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form)	The student will be able to multiply polynomials and give the answer in standard form
A1.1.1.5.2 Factor algebraic expressions, including difference of squares and trinomials. Note: Trinomials are limited to the form $ax^2 + bx + c$ where a is equal to 1 after factoring out all monomial factors.	The student will be able to factor the following types of polynomials: GCF Grouping Difference of squares Trinomials
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	The student will be able to use exponent rules, including the product, power and quotient rule. The student will be able to simplify expressions using the negative exponent rule.
A1.1.1.5.3 Simplify/reduce a rational algebraic expression.	The student will be able to simplify rational expressions using factoring and knowledge of exponent rules.
CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	The student will be able to simplify radical expressions. The student will be able to add, subtract and multiply radical expressions.

Algebra 2	
PA Standard	Objective
A.CED.1: Create equations and inequalities in one variable and use them to solve problems.	The students will be able to understand the change of base formula to evaluate any logarithm.
	The students will be able to use properties of logarithms to solve logarithms.
	The students will be able to apply the properties of logarithms in real life.
	The students will be able to explain the change of base formula.
	The students will be able to outline how to use common logarithms.
	The students will be able to illustrate how to use the change of base formula to solve common logarithms.
	The students will be able to understand the relationship between exponential and logarithms.
	The students will be able to evaluate logarithms.
	The students will be able to solve base e equations, natural logarithms, and natural log inequalities.
A.SSE.2: Use the structure of an expression to identify ways to rewrite it.	The students will be able to define base e and natural functions.
	The students will be able to write equivalent expressions given exponential equations or logarithmic expressions.
	The students will be able to simplify expressions with e and natural log.
	The students will be able to rewrite a logarithmic function in expanded or condensed form.
	The students will be able to rewrite logarithmic equations.
F.IF.7.e: Graph exponential and logarithmic functions, showing interceptions and end behavior, and trigonometric functions, showing period, midline, and amplitude.	The students will be able to explore the concept of compound interest.

	The students will be able to understand the behavior of an exponential growth and decay functions plus logarithmic functions.
	The students will be able to graph logarithmic and exponential functions.
	The students will be able to identify the domain, range, and asymptote of exponential functions and logarithmic functions.
	The students will be able to graph exponential growth and decay functions with base e .
F.BF.7: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	The students will be able to graph a growth and decay function using transformations.
	The students will be able to outline the transformations of an exponential growth and decay function's graph from their parent function.
A.APR.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	The students will be able to explain rational expressions and complex fractions.
	The students will be able to simplify rational expressions.
	The students will be able to analyze complex fractions and deduce a solution.
	The students will be able to illustrate how to solve problems involving multiplying and dividing rational expressions.
	The students will be able to understand how to find the LCM of Monomials and Polynomials.
	The students will be able to illustrate how to add rational expressions with monomial and polynomial denominators.

Algebra 3	
PA Standard	Objective
	The Students will be able to:
A.APR.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	-Explain rational expressions and complex fractions.
	-Simplify rational expressions.
	-Analyze complex fractions and deduce a solution.
	-Solve problems involving multiplying and dividing rational expressions.
	-Find the LCM of Monomials and Polynomials.
	-Add and subtract rational expressions with monomial and polynomial denominators.

Geometry	
PA Standard	Objective
	The students will be able to:
CC.2.3.8.A.2 – Understand and apply congruence, similarity, and geometric transformations using various tools.	Use the properties of polygons to find angle measures.
CC.2.3.HS.A.3 - Verify and apply geometric theorems as they relate to geometric figures.	Find the angle and side measures of a parallelogram
	Prove that a quadrilateral can be a parallelogram
	Identify and use the properties of rhombuses, rectangles, and squares
	Identify and use the properties of trapezoids and Kites
CC.2.3.HS.A.8 - Apply geometric theorems to verify properties of circles.	Find the circumference and area of a circle
	Find the radius of a circle
	Identify special segments and lines
	Find the lengths in circles in a coordinate plane
	Verify and use properties of tangents
	Use inscribed angles
	Quadrilaterals inscribed in circles
	Find angle measures inside or outside a circle
	Use the area and circumference formulas of a circle.
CC.2.3.HS.A.9 - Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	Find arc length using a ratio

Informal Geometry	
PA Standard	Objective
G.2.2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, and/or area. (May require conversions within the same system.)	
	Estimate area, perimeter, or circumference of an irregular figure.
	Find the measurement of a missing length, given the perimeter, circumference, or area.
	Find the side lengths of a polygon with a given perimeter to maximize the area of the polygon.
	Develop and/or use strategies to estimate the area of a compound/composite figure.
	Find the area of a sector of a circle.

Honors Geometry	
PA Standard	Objective
	The students will be able to:
CC.2.3.8.A.2 – Understand and apply congruence, similarity, and geometric transformations using various tools.	Use the properties of polygons to find angle measures.
CC.2.3.HS.A.3 - Verify and apply geometric theorems as they relate to geometric figures.	Find the angle and side measures of a parallelogram
	Prove that a quadrilateral can be a parallelogram
	Identify and use the properties of rhombuses, rectangles, and squares
	Identify and use the properties of trapezoids and Kites
CC.2.3.HS.A.8 - Apply geometric theorems to verify properties of circles.	Find the circumference and area of a circle
	Find the radius of a circle
	Identify special segments and lines
	Find the lengths in circles in a coordinate plane
	Verify and use properties of tangents
	Use inscribed angles
	Quadrilaterals inscribed in circles
	Find angle measures inside or outside a circle
	Use the area and circumference formulas of a circle.
CC.2.3.HS.A.9 - Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	Find arc length using a ratio

Pre-Calculus with Trig	
PA Standard	Objective
Eligible Content - A2.1.3.1.4 Write, solve and/or apply linear or exponential growth or decay (including problem situations).	Define an Exponential and Exponential growth Function.
	Graph and Identify the domain of exponential functions.
	Use Exponential Growth Models to solve multi-step problems.
	Explore the concept of compound Interest
	Understand the behavior of an Exponential decay function.
	Define and identify the decay factor.
	Graph a decay function using transformations
	Define a exponential decay model and use it to solve a multistep problem.
	Understand the number e.
	Simplify and Evaluate natural base exponentials.
	Graph exponential growth and decay functions with base e.
	Model continuously compound interest problems.
A2.2.2.1.2 Create, interpret and/or use the equation, graph or table of an exponential or logarithmic function (including common and natural logarithms).	Understand the relationship between exponentials and logarithms
	Rewrite logarithmic equations
	Evaluate logarithms
	Compare common and natural logarithms
	Graph logarithmic functions
	Use the property of logarithms to solve logarithms
	Rewrite a logarithmic function in expanded or condensed form
	Use the change of base formula to evaluate any logarithm
	Use properties of logarithms in real life

	Understand and Apply the property of equality for exponential and Logarithmic equations
	Apply a logarithm to solve an exponential function
	Apply an exponential to solve a logarithmic equation
	Use exponential and logarithmic models to solve real world problems

College Prep Calculus	
PA Standard	Objective
Calculate derivatives of familiar functions.	Students will be able to calculate the derivative of functions involving $\ln$ and e^x
Specific rules can be used to find the derivatives for exponential and logarithmic functions	Students will be able to calculate the derivative of functions involving $\ln$ and e^x
Recognizing opportunities to apply knowledge of geometry and mathematical rules can simplify integration	Students will be able to find an antiderivative of a function.
Determine antiderivatives of functions and indefinite integrals, using knowledge of derivatives	Students will be able to find Indefinite Integrals.
The power rule combined with sum, difference, and constant multiple properties can be used to find the antiderivatives for polynomial functions	Students will be able to use the power rule for integration.
The power rule combined with sum, difference, and constant multiple properties can be used to find the derivatives for polynomial functions.	Students will be able to use the constant multiple rule for integration.
Represent the limiting case of the Riemann sum as a definite integral.	Students will be able to use the sum rule of integration
For integrands requiring substitution or rearrangements into equivalent forms: (a) Determine indefinite integrals. (b) Evaluate definite integrals.	Students will be able to algebraically simplify integrands before integrating

AP Calculus AB	
PA Standard (AP College Board)	Objective
FUN-7.A.1 Differential equations relate a function of an independent variable and the function's derivatives.	Students will be able to Interpret verbal statements of problems as differential equations involving a derivative expression.
FUN-7.B.1 Derivatives can be used to verify that a function is a solution to a given differential equation	
FUN-7.B.2 There may be infinitely many general solutions to a differential equation.	Students will be able to Verify solutions to differential equations.
FUN-7.C.1 A slope field is a graphical representation of a differential equation on a finite set of points in the plane.	Students will be able to Estimate solutions to differential equations.
FUN-7.C.2 Slope fields provide information about the behavior of solutions to first-order differential equations.	
FUN-7.C.3 Solutions to differential equations are functions or families of functions.	
FUN-7.D.1 Some differential equations can be solved by separation of variables.	Students will be able to Determine general solutions to differential equations.
FUN-7.D.2 Anti-differentiation can be used to find general solutions to differential equations.	
FUN-7.E.1 A general solution may describe infinitely many solutions to a differential equation. There is only one particular solution passing through a given point.	Students will be able to Determine particular solutions to differential equations.
FUN-7.E.2 The function F defined by $F(x) = y_f(x, 0)$ at $t = 0$ is a particular solution to the differential equation $dy = f(x, y)dx$, satisfying $F(a) = y_0$.	
FUN-7.E.3 Solutions to differential equations may be subject to domain restrictions.	
Review for AP Exam	Students will prepare for the AP Exam

AP Calculus BC	
PA Standard	Objective
Review for AP Exam	Students will prepare for the AP Exam

Honors Pre-Calculus with Trig	
PA Standard (AP Content for Limits)	Objective
A2.1.3.1.4 Write, solve and/or apply linear or exponential growth or decay (including problem situations).	Define an Exponential and Exponential growth Function.
	Graph and Identify the domain of exponential functions.
	Use exponential Growth Models to solve multi-step problems.
	Explore the concept of compound Interest
	Understand the behavior of an Exponential decay function.
	Define and identify the decay factor.
	Graph a decay function using transformations
	Define an exponential decay model and use it to solve a multistep problem.
	Understand the number e.
	Simplify and Evaluate natural base exponentials.
	Graph exponential growth and decay functions with base e.
	Model continuously compound interest problems.
A2.2.2.1.2 Create, interpret and/or use the equation, graph or table of an exponential or logarithmic function (including common and natural logarithms).	Understand the relationship between exponentials and logarithms
	Rewrite logarithmic equations
	Evaluate logarithms
	Compare common and natural logarithms
	Graph logarithmic functions
	Use the property of logarithms to solve logarithms
	Rewrite a logarithmic function in expanded or condensed form
	Use the change of base formula to evaluate any logarithm
	Use properties of logarithms in real life

	Understand and Apply the property of equality for exponential and Logarithmic equations
	Apply a logarithm to solve an exponential function
	Apply an exponential to solve a logarithmic equation
	Use exponential and logarithmic models to solve real world problems
CHA-1.A.1 Calculus uses limits to understand and model dynamic change.	Students will be able to Interpret the rate of change at an instant in terms of average rates of change over intervals containing that instant.
CHA-1.A.2 Because an average rate of change divides the change in one variable by the change in another, the average rate of change is undefined at a point where the change in the independent variable would be zero.	
CHA-1.A.3 The limit concept allows us to define instantaneous rate of change in terms of average rates of change.	
LIM-1.A.1 Given a function f , the limit of $f(x)$ as x approaches c is a real number R if $f(x)$ can be made arbitrarily close to R by taking x sufficiently close to c (but not equal to c). If the limit exists and is a real number, then the common notation is $\lim_{x \rightarrow c} f(x) = R$.	Students will be able to Represent limits analytically using correct notation.
LIM-1.B.1 A limit can be expressed in multiple ways, including graphically, numerically, and analytically.	Students will be able to Interpret limits expressed in analytic notation.
LIM-1.C.1 The concept of a limit includes one sided limits.	Students will be able to Estimate limits of functions.
LIM-1.C.2 Graphical information about a function can be used to estimate limits.	
LIM-1.C.3 Because of issues of scale, graphical representations of functions may miss important function behavior	
LIM-1.C.4 A limit might not exist for some functions at particular values of x . Some ways that the limit might not exist are if the function is unbounded, if the function is oscillating near this value, or if the limit from the left does not equal the limit from the right.	
LIM-1.C.5 Numerical information can be used to estimate limits	
LIM-1.D.1 One-sided limits can be determined analytically or graphically.	Students will be able to Determine the limits of functions using limit theorems.
LIM-1.D.2 Limits of sums, differences, products, quotients, and composite functions can be found using limit theorems.	
LIM-1.E.1 It may be necessary or helpful to rearrange expressions into equivalent forms before evaluating limits.	Students will be able to Determine the limits of functions using equivalent expressions for the function or the squeeze theorem.

CHA-2.C.1 The derivative of a function at a point is the slope of the line tangent to a graph of the function at that point.	Determine the equation of a line tangent to a curve at a given point.
	Represent the derivative of a function as the limit of a difference quotient.

AP Statistics	
PA Standard	Objective
III. Anticipating Patterns: Exploring random phenomena using probability and simulation. Probability is the tool used for anticipating what the distribution of data should look like under a given model. D. Sampling Distributions 4 and 5. IV. Statistical Inference: Estimating population parameters and testing hypotheses. Statistical inference guides the selection of appropriate models. A. Estimation (point estimators and confidence intervals) 5 and 7.	Students will be able to calculate the large sample inferences concerning the difference between two population or treatment proportions.
Review for AP Test	Students will prepare for the modified AP exam.

AP Computer Science	
PA Standard	Objective
CT - Computational Thinking CT.L2:14 - Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. CT.L3A:6 - Analyze the representation and trade-offs among various forms of digital information. CT.L3A:7 - Describe how various types of data are stored in a computer system.	-Use appropriate terminology when describing the size of digital files. -Identify and compare the size of familiar digital media. -Solve small word problems that require reasoning about file sizes.
CL - Collaboration CL.L2:3 - Collaborate with peers, experts and others using collaborative practices such as pair programming, working in project teams and participating in-group active learning activities. CPP - Computing Practice & Programming CPP.L2:4 - Demonstrate an understanding of algorithms and their practical application. CT - Computational Thinking CT.L2:9 - Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research. CT.L3B:8 - Use models and simulations to help formulate, refine, and test scientific hypotheses. CT.L3B:9 - Analyze data and identify patterns through modeling and simulation.	-Explain why the optimal amount of compression is impossible or “hard” to identify. -Explain some factors that make compression challenging. -Develop a strategy (heuristic algorithm) for compressing text. -Describe the purpose and rationale for lossless compression.
CL - Collaboration CL.L2:3 - Collaborate with peers, experts and others using collaborative practices such as pair programming, working in project teams and participating in-group active learning activities. CPP - Computing Practice & Programming CPP.L2:4 - Demonstrate an understanding of algorithms and their practical application. CT - Computational Thinking CT.L2:13 - Understand the notion of hierarchy and abstraction in computing including high level languages, translation, instruction set and logic circuits. CT.L2:14 - Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. CT.L2:7 - Represent data in a variety of ways including text, sounds, pictures and numbers. CT.L2:8 - Use visual representations of problem states, structures and data (e.g., graphs, charts, network diagrams, flowcharts). CT.L2:9 - Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular	-Explain how images are encoded with pixel data. -Describe a pixel as an element of a digital image. -Encode a B&W image in binary representing both the pixel data (intensity) and metadata (width, height). -Create the necessary metadata to represent the width and height of a digital image, using a computational tool. -Explain why image width and height are metadata for a digital image

dynamics) to support learning and research. CT.L3A:6 - Analyze the representation and trade-offs among various forms of digital information. CT.L3B:8 - Use models and simulations to help formulate, refine, and test scientific hypotheses. CT.L3B:9 - Analyze data and identify patterns through modeling and simulation.	
CL - Collaboration CL.L2:3 - Collaborate with peers, experts and others using collaborative practices such as pair programming, working in project teams and participating in-group active learning activities. CPP - Computing Practice & Programming CPP.L2:4 - Demonstrate an understanding of algorithms and their practical application. CT - Computational Thinking CT.L2:13 - Understand the notion of hierarchy and abstraction in computing including high level languages, translation, instruction set and logic circuits. CT.L2:14 - Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. CT.L2:7 - Represent data in a variety of ways including text, sounds, pictures and numbers. CT.L2:8 - Use visual representations of problem states, structures and data (e.g., graphs, charts, network diagrams, flowcharts). CT.L2:9 - Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research. CT.L3A:6 - Analyze the representation and trade-offs among various forms of digital information. CT.L3B:8 - Use models and simulations to help formulate, refine, and test scientific hypotheses. CT.L3B:9 - Analyze data and identify patterns through modeling and simulation.	-Use the Pixelation Tool to encode small color images with varying bits-per-pixel settings. -Explain the color encoding scheme for digital images. -Use the Pixelation Tool to encode an image of the student's design. -Explain the benefits of using hexadecimal numbers for representing long streams of bits
CD - Computers & Communication Devices CD.L2:4 - Use developmentally appropriate, accurate terminology when communicating about technology. CL - Collaboration CL.L2:3 - Collaborate with peers, experts and others using collaborative practices such as pair programming, working in project teams and participating in-group active learning activities. CT - Computational Thinking CT.L2:7 - Represent data in a variety of ways including text, sounds, pictures and numbers. CT.L3A:6 - Analyze the representation and trade-offs among various forms of digital information.	-Explain the difference between lossy and lossless compression. -Explain the relative benefits or drawbacks of different file formats, particularly in terms of how they compress information. -Identify reliable sources of information when doing research -Explain the difference between open source and licensed software.
AP - Algorithms & Programming 3A-AP-20 - Evaluate licenses that limit or restrict use of	-Identify reliable sources of information when doing research

computational artifacts when using resources such as libraries. DA - Data & Analysis 3A-DA-09 - Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.	-Synthesize information taken from multiple online sources -Create an artifact (video, image, slide, poster, etc.) to communicate information about a computing topic.

Academic English 9	
PA Standard	Objective
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	The students will read/listen to a story/audio while examining the characters and their development throughout the text and they will know they have it when they can answer guiding questions.
CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	The students will be able to use the story to use the story to determine cause and effect by determining the author's text structure and plot details and they will know they have it when they can fill in the cause/effect chart.
CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	The students will be able to determine a theme of a text by analyzing allegorical elements and they will know they have it when they can read the story and complete the guiding chart.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Students will read and analyze poetry based on the poetic terms and they will know they have it when they can complete guided notes and annotations on a poem.
CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Students will read and analyze the play to determine meanings of words because Shakespeare's language can be meaningful but confusing and they will know they have it when they can find the figurative language in the dialogues and monologues.
CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Students will compare various versions of the text/topic because allusions to Shakespeare are common and they will know they have it when they can explain the common themes and symbols in Shakespeare's play.
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Students will compare and contrast the effect of scenes from Romeo and Juliet as print and visual media.

CC.1.4.9–10.U 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.	Students will use online resources to create and publish a written response to literature.

Honors English 9

PA Standard	Objective
CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Students will identify tone in various poems as it is expressed through figurative language. They will also write objective and interpretive summaries of the text.
CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Students will compare biographical accounts of an author's life to how the writer expresses the experiences in poetic form, focusing on tone.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Students will provide analysis of poetry with textual support. They will compare explicit statement with implicit meanings and interpretations
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text,	Students will create character sketches of a main character in <i>Romeo & Juliet</i> to analyze how the character's actions affect the play's development.

interact with other characters, and advance the plot or develop the theme.	
CC.1.3.9–10.I 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.	Students will explore vocabulary through a variety of online tools.
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Students will compare and contrast the effect of scenes from Romeo and Juliet as print and visual media.
CC.1.4.9–10.U 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.	Students will use online resources to create and publish written response to literature.
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues,	Students will participate in virtual discussions and respond to each other for the purpose of analysis.

building on others' ideas and expressing their own clearly and persuasively.	

Academic English 10	
PA Standard	Objective
CC. 1.3.9-10.K Read and respond to literary fiction at grade level, reading independently and proficiently	Students will read and analyze the novel <i>Things Fall Apart</i>
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme	Students will analyze characters' speech, actions, appearance, motivations, etc. in order to determine themes of <i>Things Fall Apart</i> .
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction	Students will understand the historical, social, and cultural context of the novel <i>Things Fall Apart</i>
CC. 1.5.9-10. A 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.	Students will participate in online discussions on certain chapters/topics of the novel <i>Things Fall Apart</i>
CC. 1.3.9-10. B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Students will respond to prompts and use textual evidence from the novel to support their response.
CC. 1.3.9-10. H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work	Students will analyze characters' speech, actions, appearance, motivations, etc. in order to determine themes in the novel <i>Things Fall Apart</i>
CC. 1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	Students will write essays and answer short answer questions to show the understanding of the events in the novel <i>Things Fall Apart</i>

CC. 1.4.9-10. F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	Students will revise/edit any/all writing assignments to show correct grammar, usage, spelling, and punctuation.

Honors English 10

PA Standard	Objective
CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect	Students will analyze the timeline of <i>The Great Gatsby</i> and determine how the order of events presented effects the audience's understanding of the story. Students will analyze foreshadowing, flashbacks, and plot sequencing.
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently	Students will read and analyze <i>The Great Gatsby</i> .
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Students will analyze characters' speech, actions, appearance, motivations, etc. in order to determine themes of <i>The Great Gatsby</i> .
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	Students will make inferences, regarding claims Fitzgerald makes about social class, gender roles, technology, and other subjects addressed in <i>The Great Gatsby</i> . Students will analyze characters and events from the text to make these inferences.
CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Students will identify themes of <i>The Great Gatsby</i> and determine how they change and develop throughout the text. Students will examine characters and plot in order to analyze theme.
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Students will respond to prompts, writing with a focus and staying on topic.
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	Students will respond to prompts, by making claims, providing evidence to support those claims, and writing commentary to support how the evidence supports the claims.
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Students will analyze <i>The Great Gatsby</i> to make predictions, provide analyses, reflect, and research related to the novel.
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing	Students will write an essay related to <i>Animal Farm</i> , which requires them to plan, write, revise, and edit as needed.

what is most significant for a specific purpose and audience.	

Journalism	
PA Standard	Objective
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	Students will write news articles, using proper grammar, capitalization, punctuation, and spelling.
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Students will write informative news articles, accurately and clearly reporting the information.
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Students will write news articles that contain a clear focus. Articles will be written for students, parents, teachers, and other stakeholders within the Ringgold School District.
CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient 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.	Students will write various news stories, incorporating key facts, information, quotes, and sources. Students will develop this information using the inverted pyramid structure.
CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Students will analyze news stories through a variety of mediums: print, radio, TV, digital. Students will analyze the validity of these mediums and determine how/what information is shared through different accounts.
CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	Students will write news articles in an organized fashion using the inverted pyramid structure.
CC.1.4.9–10.T 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.	Students will plan, outline, write, revise, and edit their news articles. They will plan their article by most important

	information to least important information.
CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Students will use a variety of sources to write their news articles. Additionally, students will analyze sources to determine if they are useful and accurate.
CC.1.4.9–10.X 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.	Students will use multiple days to write stories and update their articles as needed.
CC.1.4.9–10.V 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 an understanding of the subject under investigation.	Students will conduct research to find information, data, and evidence needed for their articles. They will review multiple sources and synthesize information to determine what is most important and needs to be relayed to their specific audience.

Academic English 11

Standards:	Objectives:
Standard - CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will read Shakespeare's <i>Hamlet</i> .
Standard - CC.1.3.11-12.A: 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.	Students will summarize the key events of each scene and act of <i>Hamlet</i> . Students will identify motifs and major themes of the play.
Standard - CC.1.3.11-12.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.	Students will interpret characters' speech and actions to determine their motivations in the play.
Standard - CC.1.3.11-12.C: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Students will analyze how Shakespeare's choices affect our opinion of various characters in <i>Hamlet</i> .
Standard - CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.	Students will identify the tone of various scenes in <i>Hamlet</i> .
Standard - CC.1.2.11-12.K: 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.	Students will identify and interpret figurative device in <i>Hamlet</i> .
Standard - CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	Students will identify, track, and explain the significance of motifs in <i>Hamlet</i> .
Standard - CC.1.4.11-12.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Students will write analytical responses which include text evidence to support their ideas.
Standard - CC.1.4.11-12.U: 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.	Students will compose an analytical paragraph which analyzes a specific character.

Academic English 12

PA Standard	Objective
CC.1.3.11–12.A 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.	The students will compare the themes found in <i>The Catcher in the Rye</i> such as: is conformity the same as being phony and does following a path less travelled way heavily on one's mind.
CC.1.3.11–12.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.	Students will respond to various prompts throughout their reading of the text to draw conclusions about the author's purpose for writing and what Salinger is trying to reveal in terms of his beliefs about society.
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Using background knowledge, students will be able to evaluate Salinger's purpose for writing based on his personal experiences.
CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Students will evaluate Salinger's use of point of view and stream of consciousness writing to establish the validity of the narrator. Students will read, listen, and discuss how the pacing and structure alters understanding and meaning within the work.
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	The students will read or listen to <i>The Catcher in the Rye</i>
CC.1.4.11–12.I 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.	The students will recognize claims by characters and either defend or debunk by citing textual information to support their theory
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	The students will use age appropriate language, grammar, vocabulary, and literary techniques while maintaining a tone specific to the style in which they are writing.
CC.1.4.11–12.U 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.	The students will create writing through the use of technology revising as feedback is received from instructors, peers, and new information
CC.1.2.11–12.J 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.	The students will use language needed to demonstrate college/career preparedness while acquiring vocabulary important for understanding

AP Language	
PA Standard	Objective
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Students will use textual evidence to support their analysis of an argument for the FRQ #2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Students will analyze the development of a text (including persuasive appeals) within FRQ #2 and determine how the sequencing/balancing of rhetorical appeals/DIDLS persuade an audience
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Students will analyze a variety of source types (articles, graphs, visual media, etc.) and determine how they can be used to support/challenge your own argument in the FRQ #1
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.	Students will analyze the development of a text (including persuasive appeals) within FRQ #2 and determine the extent to which the speaker creates an effective argument
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Students will use SOAPStone analysis close reading strategies to unpack the rhetorical situation and determine how DIDLS are used to develop an argument in FRQ #2
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	Students will analyze a variety of source types (articles, graphs, visual media, etc.) and determine how they can be used to support/challenge your own argument in the FRQ #1

address a question or solve a problem.	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. 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. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	Students will write a variety of arguments in preparation for the AP Exam: 1. Synthesis 2. Rhetorical Analysis 3. Argument using strong claims, textual evidence, and in-depth analysis exploring the significance of your findings

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Students will choose a "personal journey" film to write a creative, personal narrative essay in response to the Common App Essay Prompts for 2019-20
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,	Students will create a "synthesis question" based on an area of interest, assemble relevant/sufficient/credible sources, and respond to their own prompt

demonstrating understanding of the subject under investigation.	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)	Students will utilize their knowledge of the "writing process" and "the rhetorical situation" to build a strong argument

AP Literature	
PA Standard	Objective
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will read <i>The Awakening</i> independently or listen to it and develop an understanding of the work.
CHR1.B Explain the function of a character changing or unchanging.	Students will analyze how Edna and Leonce change throughout the course of the text to reveal how those changes contribute to the meaning of the work as a whole.
CHR1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Students will select a character from <i>The Awakening</i> and discuss how his/her actions reveal their perspective and motives.
CC.1.5.11–12.A 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	Students will discuss various topics using an online platform. Topics to be discussed include: characterization of Edna; the importance of setting in the text; themes found in the text; research and planning; topic selection for research; poetry form and function; and prose form and function.
CC.1.3.11–12.A 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.	Students will discuss the themes found in <i>The Awakening</i> and use support for their claims from the text.
CC.1.4.11–12.U 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.	Students will draft their work using Google Docs or Word and put together presentations through various media.
CC.1.4.11–12.W 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.	Students will use MLA format to generate an annotated bibliography for their research assignment. Then, they will use those resources in their essay and cite all information according to MLA.
LAN.7.D-Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN7.C-Develop commentary that explains relationships among textual evidence	Students will complete an essay using the text <i>The Awakening</i> . After reading the text, they will be given a prompt and create a thesis that responds fully to the prompt while addressing the theme of the work as a whole. This will require them to develop a line of reasoning and use details of the text to support their claims.

FIG. 6.B- Identify and explain the function of a metaphor.

Specifically through selected poems, students will analyze the function of comparisons within the text.

Creative Writing	
PA Standard	Objective
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	The students will write various pieces and genres with respect to their intended audience.
CC.1.4.11–12.O 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.	The students will develop unique and original characters, follow plotlines, utilize imagery, and practice using methods for building tension and suspense in their writing.
CC.1.4.11–12.P 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.	The students will write a cohesive story that follows a plot line in which the story builds to create an outcome consistent with the premise of the work. Students will transition between scenes and paragraphs as needed and build towards a goal for the narrative.
CC.1.4.11–12.Q 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.	Students will revise as needed to include various sentence types and lengths. Students will also utilize figurative language and imagery throughout their work.
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will submit work that reflects proofreading and adheres to proper conventions when necessary.
CC.1.4.11–12.T 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.	Students will engage in peer review and revise their work to create a new piece of writing throughout the course of a module.
CC.1.4.11–12.U 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.	Students will share their work and presentations via online platforms such as Google Docs or Slide Shows.
CC.1.4.11–12.X 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.	Students will write routinely over the course of the nine weeks with the expectation that one piece of polished writing be submitted per week of instruction.
CC.1.5.11–12.A 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.	Students will collaborate online via multiple platforms in order to discuss ideas and brainstorm or for peer revision purposes. Students will also have the opportunity to

	share their work with the class via Screen Cast O Matic or Google Meets.

Public Speaking	
PA Standard	Objective
cc.1.5.11-12.g Demonstrate command of the conventions of standard language when speaking	develop confidence while presenting information to help with eye contact and the use of nonverbal communication
cc.1.5.11-12.E Adapt speech to a variety of contexts and tasks	to use a visual aid to improve the quality of a speech
c.c.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise knowledgeable claim.	discuss and demonstrate different visual aids for both presenters and listeners
cc.1.4.11-12.R demonstrate grade appropriate command of the conventions of standard English grammar usage	use appropriate English Grammar
CC.1.5.11-12.A Individual choice and autonomy; foster collaboration and community; self-reflection	Individual choice and autonomy; foster collaboration and community; self-reflection
CC.1.5.11-12.B to evaluate a speaker's perspective and rhetoric	develop self-assessment and reflection
CC.1.4.11-12.Q to use parallel structure, use various phrases and clauses to convey specific meanings; use precise language and vocabulary to manage the topic	develop sense of self through creating
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.I 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.	The students will use language needed to demonstrate college/career preparedness while acquiring vocabulary important for understanding

Media Studies	
PA Standard	Objective
Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Students will be able to examine media arts through TV media and they will know they have it when they can watch and analyze a TV show for various genres and their audience, message, presentation, and production.
Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	Students will be able to examine and compare relationships between the genres of movie media and they will know they have it when they can explain examples in the various genres of movie media.
Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Students will examine social media and the goal of the platform and they will know they have it when they can explain the various platforms and genres in the fields.
Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Students will examine media arts for the presentation methods and artistic features and they will know they have it when they can explain the devices used and complete the document.
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	Students will choose their own media resources to share with the class for analysis and they will know they have it when they can share their content in description and explain the cultural significance/impact.
. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.	Students will be able to explain how the media content relates to their lives and they will know they have it when they can explain the cultural impact and importance based on the time period it was presented in.

Reading	
Standards	Objectives
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently	Students will read and analyze key events of each chapter in grade level with SDI in grade level novel Stone Fox
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Students will analyze characters' speech, actions, appearance. motivations, actions, appearance in order to determine themes of novel Stone Fox
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Students will respond to prompts, writing with a focus and staying on topic.
Standard - CC.1.2.11-12.K: 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.	Students will identify and interpret vocabulary words.
CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	The students will be able to use the story to use the story to determine cause and effect by determining the author's text structure and plot details and they will know they have it when they can fill in the cause/effect chart.
CC. 1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	Students will write and answer short quick write to show understanding of the events of grade level novel selection.
CC. 1.4.9-10. F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	Students will revise/edit any/all writing assignments to show correct grammar, usage, spelling, and punctuation.

LS ELA 11-12	
Standards	Objectives
Standard - CC.1.3.11-12.A: 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.	Students will summarize the key events of each scene and act of <i>Hamlet</i> . Students will identify motifs and major themes of the play.
Standard - CC.1.3.11-12.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.	Students will interpret characters' speech and actions to determine their motivations in the play.
Standard - CC.1.3.11-12.C: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Students will analyze how Shakespeare's choices affect our opinion of various characters in <i>Hamlet</i> .
Standard - CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.	Students will identify the tone of various scenes in <i>Hamlet</i> .
Standard - CC.1.2.11-12.K: 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.	Students will identify and interpret vocabulary words.
Standard - CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	Students will identify, track, and explain the significance of motifs in <i>Hamlet</i> .
Standard - CC.1.4.11-12.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Students will answer specific comprehension questions pertain to Shakespearean play
Standard - CC.1.4.11-12.U: 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.	Using the internet students will share information that includes background information about Shakespearean play

Academic Biology	
PA Standard	Objective
BIO.B.2.1.1 Describe and/or predict observed patterns of inheritance (i.e., dominant, recessive, co-dominance, incomplete dominance, sex-linked, polygenic, and multiple alleles).	
BIO.B.3.1.1 Explain how natural selection can impact allele frequencies of a population.	
BIO.B.3.1.2 Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration).	
BIO.B.3.1.3 Explain how genetic mutations may result in genotypic and phenotypic variations within a population.	
BIO.B.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, physiological, embryological, biochemical, and universal genetic code).	Objectives: To be able to answer these questions: 1-Who was Charles Darwin? 2-How did he come up with the theory of Natural Selection & Evolution? 3.-What are 4 types of evidence for evolution? 4. - explain how DNA and Amino Acid sequences in proteins is the best evidence for evolution.
BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).	objectives: 1. explain the concept of "Interdependence" 2. define " species, popuation, community, ecosystem, biome, biosphere" . 3-explain how Generalists & Specialist Niches differ. 4. distinguish between conformers and regulators and how they deal with homeostasis and maintaining body temperature in different ways
BIO.B.4.1.2 Describe characteristic biotic and abiotic components of aquatic and terrestrial ecosystems.	-to distinguish between biotic and abiotic factors in the environment
BIO.B.4.2.1 Describe how energy flows through an ecosystem (e.g., food chains, food webs, energy pyramids).	1. define trophic level, autotroph and heterotroph - 2. distinguish between a food chain and food web
BIO.B.4.2.2 Describe biotic interactions in an ecosystem (e.g., competition, predation, symbiosis).	be able to list 5 ways species interact
BIO.B.4.2.3 Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle)	be able to explain how energy and matter moves through biotic and abiotic parts of the environment

BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires).	list several environmental problems
BIO.B.4.2.5 Describe the effects of limiting factors on population dynamics and potential species extinction.	explain the concept of carrying capacity and how growth limiting factors affect population size

AP Physics	
PA Standard	Objective
3.2.P.B1. Physics Differentiate among translational motion, simple harmonic motion, and rotational motion in terms of position, velocity, and acceleration. Use force and mass to explain translational motion or simple harmonic motion of objects. Relate torque and rotational inertia to explain rotational motion.	To be able to apply kinematic motion concepts from the linear, translational, or tangential perspective to the rotational perspective in terms of θ, ω, and α. To be able to explain what a torque is, what is required for there to be a torque, and explain what happens when an unbalanced torque is applied to a system.

Academic Physics	
PA Standard	Objective
3.2.10.B1 Physics Use Newton's Third Law to explain forces as interactions between bodies. Describe how interactions between objects conserve momentum.	To be able to relate Newton's 2nd and 3rd Law to collision scenarios and use these concepts to identify, explain, and solve Conservation of Momentum Problems
3.2.10.B2. Physics Explain how the overall energy flowing through a system remains constant. Describe the work energy theorem. Explain the relationships between work and power	To be able to identify, relate, and apply ideas of Gravitational Potential Energy, Spring Potential Energy, and Kinetic Energy to the Conservation of Energy Law and explain / solve problems through the combination of Energy Conservation and the Work Energy Theorem.

AP Environmental Science	
College Board Standard	Objective
ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences	ENG-3.A Identify differences between nonrenewable and renewable energy sources ENG-3.B Describe trends in energy consumption ENG-3.C Identify types of fuels and their uses ENG-3.E Describe the use and methods of fossil fuels in power generation ENG-3.G Describe the use of nuclear energy in power generation ENG-3.H Describe the effects of the use of nuclear energy in power generation on the environment ENG-3.I Describe the effects of the use of biomass in power generation on the environment ENG-3.J Describe the use of solar energy in power generation ENG-3.K Describe the effects of the use of solar energy in power generation on the environment ENG-3.L Describe the use of hydroelectricity in power generation ENG-3.M Describe the effects of the use of hydroelectricity in power generation on the environment ENG-3.N Describe the use of geothermal energy in power generation ENG-3.O Describe the effects of the use of geothermal energy in power generation on the environment ENG-3.P Describe the use of hydrogen fuel cells in power generation ENG-3.Q Describe the effects of the use of hydrogen fuel cells in power generation on the environment ENG-3.R Describe the use of wind energy in power generation ENG-3.S Describe the effects of the use of wind energy in power generation on the environment ENG-3.T Describe methods for conserving energy
STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere	STB-2.A Identify the sources and effects of air pollutants STB-2.B Explain the causes and effects of photochemical smog and methods to reduce it STB-2.C Describe thermal inversion and its relationship with pollution STB-2.D Describe natural sources of CO₂ and

	particulates STB-2.E Identify indoor air pollutants STB-2.F Describe the effects of indoor air pollutants STB-2.G Explain how air pollutants can be reduced at the source STB-2.H Describe acid deposition STB-2.I Describe the effects of acid deposition on the environment STB-2.J Describe human activities that result in noise pollution and its effects

Foundations of Life Science

PA State Standard	Objective
BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).	1. Describe an example showing the effects of interdependence upon organisms in their environment 2. Identify the importance of models to ecology 3. State the five levels of organization at which ecology can be studied. 4. Define Ecology, Interdependence, Ecological Model, Biosphere, Ecosystem, Community, Population
BIO.B.4.1.2 Describe characteristic biotic and abiotic components of aquatic and terrestrial ecosystems.	1. Distinguish between abiotic and biotic factors. List two examples of each 2. Explain two mechanisms that allow organisms to survive in a changing environment. 3. Explain the concept of niche. 4. Define Habitat, biotic factor, abiotic factor, tolerance curve, acclimation, dormancy, migration, niche
BIO.B.4.2.1 Describe how energy flows through an ecosystem (e.g., food chains, food webs, energy pyramids).	1. Summarize the role of producers in an ecosystem 2. List four types of consumers 3. What is the role of a decomposer in an ecosystem? 4. Compare the concept of a food chain with that of a food web. 5. Explain why ecosystems usually contain only a few trophic levels. 6. Define: Producer, chemosynthesis, gross primary productivity, biomass, net primary productivity, consumer, herbivore, carnivore, omnivore, detritivore, decomposer, trophic level, food chain, food web.

Academic Chemistry	
Standard	Objectives
CHEM.B.2.1.2 Use stoichiometric relationships to calculate the amounts of reactants and products involved in a chemical reaction.	Define stoichiometry. Describe the importance of the mole ratio in stoichiometric calculations. Write the mole ratio relating two substances in a chemical reaction. Calculate the amount in moles, mass, or atoms/particles of a reactant or product from the amount in moles, mass, or atoms/particles of a different reactant or product. Perform stoichiometric calculations involving the molar volume of a gas at Standard Temperature and Pressure. Perform stoichiometric calculations involving the density and/or volume of a particular substance. Describe a method for determining which of two reactants is a limiting reactant. Calculate the amount in moles or mass in grams of a product, given the amounts in moles or masses in grams of two reactants, one of which is in excess. Distinguish between theoretical yield, actual yield, and percentage yield. Calculate percentage yield, given the actual yield and quantity of a reactant.
CHEM.A.2.2.4 Relate the existence of quantized energy levels to atomic emission spectra.	Discuss the significance of the photoelectric effect and the line-emission spectrum of hydrogen to the development of the atomic model. Describe the Bohr model of the hydrogen atom.
CHEM.A.2.2.1 Predict the ground state electronic configuration and/or orbital diagram for a given atom or ion.	Describe the electron configurations for the atoms of any element using orbital notation, electron configuration notation, and when appropriate, noble-gas notation.
CHEM.A.2.2.2 Predict characteristics of an atom or an ion based on its location on the periodic table (e.g., number of valence electrons, potential types of bonds, reactivity).	Explain how the periodic law can be used to predict physical and chemical properties of elements. Describe how the elements belonging to a group of the periodic table are interrelated in terms of atomic number. Describe the relationship between group configurations and group numbers. Describe the locations in the periodic table and the general properties of the alkali metals, the

	alkaline earth metals, the halogens, and the noble gases.
CHEM.A.2.2.3 Explain the relationship between the electron configuration and the atomic structure of a given atom or ion (e.g., energy levels and/or orbitals with electrons, distribution of electrons in orbitals, shapes of orbitals).	Explain how the Heisenberg uncertainty principle and the Schrodinger wave equation led to the idea of atomic orbitals List the four quantum numbers and describe their significance.

Honors Chemistry	
PA Standard	Objective
3.2.12.A2 Explain the probabilistic nature of radioactive decay based on subatomic rearrangement in the atomic nucleus	*Write and complete a transmutation nuclear reaction equation
3.2.C.A3 Identify the three main types of radioactive decay. Describe the process of radioactive decay by using nuclear equations and explain the concept of half-life for an isotope.	*identify and write the symbols for an alpha particle, beta particle, and gamma emission *calculate the amount of an isotope left after a given number of half-lives *calculate the number of half-lives and the duration of a half-life
3.2.C.A2 Compare the electron configurations for the first twenty elements of the periodic table	• Relate the number of sublevels corresponding to each of an atom's main energy levels, the number of orbitals per sublevel, and the number of orbitals per main energy level. • List the total number of electrons needed to fully occupy each main energy level. • State the Aufbau principle, the Pauli Exclusion Principle, and Hund's rule. • Describe the electron configurations for the atoms of any element using orbital notation, electron configuration notation, and when appropriate, noble-gas notation.
3.2.10.A2 Compare and contrast different bond types that result in the formation of molecules and compounds	*Explain why most atoms form chemical bonds. *Differentiate ionic and covalent bonding. *Explain why most chemical bonding is neither purely ionic nor purely covalent. *Classify bonding type according to electronegativity differences.
3.2.12.A5 Use VSEPR theory to predict the molecular geometry of simple molecules	*Predict the shapes of molecules or polyatomic ions using VSEPR theory.
3.2.C.A1 Explain the relationship of an element's position on the periodic table to its atomic number, ionization energy, electronegativity, atomic size, and classification of elements	• Define atomic and ionic radii, ionization energy, electron affinity, and electronegativity. • Compare the periodic trends of atomic radii, ionization energy, and electronegativity, and state the reasons for these variations.

AP/CIHS Chemistry	
Standards: There are no PA Standards for this.	Objective
Liquids, Solids and IM Forces as set in the CIHS syllabus with Pitt	Describe the three types of intermolecular forces and their strengths Identify the type of intermolecular forces in a substance Describe the effect on surface tension and viscosity in terms of intermolecular forces of attraction. Describe the process of vaporization in terms of IM forces Describe the effect on vapor pressure in terms of IM forces Use the Clausius-Clapeyron equation to express the relationship between the vapor pressure of a substance and its temperature. Use a phase diagram to describe the state of a substance as a function of its pressure and temperature. Identify equilibrium positions, the triple point and the critical point of substances on a phase diagram.
Solutions: As set in the CIHS syllabus with Pitt	Determine whether a solute is soluble in a solvent Use Henry's Law to predict the solubility of gases with increasing pressure Calculate the concentration of a solution by using molarity, molality, mole fraction, mole percent, percent by mass or volume, parts per million, and parts per billion. Determine the vapor pressure of a solution containing a nonelectrolyte and nonvolatile solute Determine the vapor pressure of a two component solution Calculate freezing point depression Calculate boiling point elevation Determine osmotic pressure Determine the vapor pressure of a solution containing an ionic solute by using the van't Hoff factor.

Organic Chemistry	
Standards	Objective
3.2.12C: Apply the elements of scientific inquiry to solve problems.	Identify and describe the differences between constitutional isomers and stereoisomers, and between diastereomers and enantiomers. Determine whether a compound is chiral or achiral and label the chiral center. Name the chiral center using the Cahn- Ingold-Prelog or R,S system. Classify two or more chiral centers using the R, S system and identify meso compounds. Name alkenes using cis/trans and E, Z systems of nomenclature

Anatomy & Physiology	
PA Standard	Objective
3.1.B.A8 Recognize that systems within cells and multicellular organisms interact to maintain homeostasis with related systems.	List the five special senses and how they differ from touch
3.1.B.A5 Relate the structure of cell organelles to their function with related systems (energy capture and release, transport, waste removal, protein synthesis, movement, etc.).	Describe the organs and accessory structures associated with each sense.
	Explain the structure of the eye and the physiology of vision.
	Explain the functions and structure of the taste buds.
	Explain the structure of the ear and the physiology of hearing
	List some disorders associated with each sense.
	Explain the movement of materials into and out of a nephron.
3.1.B.A8 Recognize that systems within cells and multicellular organisms interact to maintain homeostasis with related systems.	Describe the size, shape, location, and orientation of the heart in the thorax
3.1.B.A5 Relate the structure of cell organelles to their function with related systems (energy capture and release, transport, waste removal, protein synthesis, movement, etc.).	Name the components of the conduction system of the heart, and trace the conduction pathway.
	Describe the normal heart sounds
	Describe the timing and events of the cardiac cycle

AP Biology	
PA Standard	Objective
SYI-1.G Describe factors that influence growth dynamics of populations.	1. Define logistic and exponential growth 2. Compare and contrast logistic vs exponential growth 3. Explain difference in R vs K life-history strategies
SYI-1.H Explain how the density of a population affects and is determined by resource availability in the environment.	1. Compare and contrast patterns of dispersion 2. Compare and contrast density-dependent vs independent factors
ENE-4.A Describe the structure of a community according to its species composition and diversity	1. Calculate species diversity using Simpsons Diversity Index Equations
ENE-4.B Explain how interactions within and among populations influence community structure	1. Explain the four main types of symbiotic interactions: mutualism, commensalism, parasitism, predation 2. Explain the role of keystone species in maintaining community structure
ENE-4.C Explain how community structure is related to energy availability in the environment.	1. Explain energy pyramids and rule of 10% 2. Calculate energy transfer between trophic levels
SYI-3.F Describe the relationship between ecosystem diversity and its resilience to changes in the environment.	1. Discuss diverse vs less diverse environments and effects of changes
EVO-3.B Describe the types of evidence that can be used to infer an evolutionary relationship.	1. Describe the four types of evidence used for evolution. 2. Examine genetic data to draw conclusions about evolutionary relatedness
EVO-3.C Explain how a phylogenetic tree and/or cladogram can be used to infer evolutionary relatedness.	1. Explain the purpose of a cladogram 2. Practice reading and drawing conclusions from cladograms. 3. Construct cladograms using data
EVO-3.D Describe the conditions under which new species may arise.	1. Examine
EVO-3.E Describe the rate of evolution and speciation under different ecological conditions.	1. Compare and contrast models of gradualism vs punctuated equilibrium
EVO-3.F Explain the processes and mechanisms that drive speciation.	1. Describe allopatric vs sympatric speciation 2. Describe prezygotic and postzygotic barriers to reproduction

Earth & Space	
PA Standard	Objectives
3.3.12.A1. Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part.	Explain why seasons occur. Define summer solstice, winter solstice, and equinox. Describe the shape of the moon's orbit around Earth. Explain why eclipses occur. Utilize models to demonstrate the impact of Earth's orbit and axis of rotation impact climate.
3.3.10.B1. Explain how gravity is responsible for planetary orbits.	Describe Earth's rotation on its axis. Define the geocentric and heliocentric models of Earth's revolution. Describe Earth's revolution around the Sun. Explain how gravity affects the motion of objects. Use mathematical and computational representations of natural and human made solar system objects in order to describe their motions and predict their trajectories and/or collisions.
3.3.10.B1. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago.	Explain the nebular hypothesis of the origin of the solar system. Describe how the planets formed. Describe the formation of the land, the atmosphere, and the oceans of Earth. Construct explanations from data for the formation of the solar system based on space exploration and astronomical evidence of the compositional structure and motion of solar system bodies.
3.3.10.B1. Describe the basic nuclear processes involved in energy production in a star.	Explain how the sun converts matter into energy in its core. Compare the radiative and convective zones of the sun. Describe the three layers of the sun's atmosphere. Explain the life cycle of our sun as well as less massive and more massive stars.
3.3.12.B1. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	Describe how a protostar becomes a star. Explain how a main-sequence star generates energy. Describe the evolution of a star after its main-sequence stage. Use models to describe the origin of elements created in stellar interiors and released through supernova.
3.3.10.B2. Describe changes in the universe over billions of years.	Identify the basic characteristics of the inner and outer planets. Compare the characteristics of the inner planets and outer planets. Summarize the features that allow Earth to sustain life. Use models to describe the sun's place in space in

	relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe.
3.3.10.B2. Explain the scale used to measure the sizes of stars and galaxies and the distances between them.	Describe characteristics of the universe in terms of time, distance, and organization Describe the three main types of galaxies. Use models to describe the sun's place in space in relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe.
3.3.10.B1. Provide evidence to suggest the Big Bang Theory.	Construct explanations based on observable astronomical data as empirical evidence for the Big Bang Theory and the role that technologies have played in obtaining this data.

Environmental Science	
Standards	Objective
4.1.10.A. Examine the effects of limiting factors on population dynamics.; Describe how organisms become classified as threatened or endangered.; Describe how organisms become classified as threatened or endangered.	Describe how the size and growth rate of the human population has changed in the last 200 years.; Define four properties that scientists use to predict population sizes.; Make predictions about population trends based on age structure.; Describe the four stages of the demographic transition.; Explain why different countries may be at different stages of the demographic transition.; Describe three problems caused by rapid human population growth.; Compare population growth problems in more developed countries and less developed countries.; Analyze strategies countries may use to reduce their population growth.; Describe worldwide population projections into the next century.
4.5.10.D. Research practices that impact biodiversity in specific ecosystems.	Describe the diversity of species types on Earth, relating the difference between known numbers and estimated numbers.; List and describe three levels of biodiversity.; Explain four ways in which biodiversity is important to ecosystems and humans.; Analyze the potential value of a single species.; Define and give examples of endangered and threatened species.; Describe several ways that species are being threatened with extinction globally.; Explain which types of threats are having the largest impact on biodiversity.; List areas of the world that have high levels of biodiversity and many threats to species.; Compare the amount of biodiversity in the United States to that of the rest of the world.; List and describe four types of efforts to save individual species.; Explain the advantages of protecting entire ecosystems rather than individual species.; Describe the main provisions of the Endangered Species Act.; Discuss ways in which efforts to protect endangered species can lead to controversy.; Describe three examples of worldwide cooperative efforts to prevent extinctions.
4.2.10.A. Examine the interactions between abiotic and biotic factors within a watershed.	Describe how topography influences the flow of water in a watershed. Describe how vegetation affects water runoff. Investigate and analyze the effects of land use on the quality of water in a watershed.; Describe the distribution of the Earth's water resources ; Explain why fresh water is one of Earth's limited resources ; Describe the distribution of Earth's surface water ; Describe the relationship between groundwater and surface water in a watershed. ;
4.2.10.B. Examine how human interactions impact wetlands and their surrounding environments.	Describe how land use decisions affect wetlands; Identify patterns of global water use. ; Explain how water is treated so that it can be used for drinking. ; Identify how water is used in homes, in industry, and in agriculture. ;

4.2.10.C. Explain the relationship between water quality and the diversity of life in a freshwater ecosystem.	Explain how limiting factors affect the growth and reproduction of freshwater organisms.; Describe how dams and water diversion projects are used to manage freshwater resources. ; Identify five ways that water can be conserved. ;
4.5.10.C. Analyze real world data and explain how point and non-point source pollution can be detected and eliminated.	Compare point source pollution and nonpoint source pollution ; Classify water pollutants by five types. ; Explain why groundwater pollution is difficult to clean. ; Describe the major sources of ocean pollution, and explain the effects of pollution on ecosystems.; Name the five primary air pollutants, and give sources for each.; Name the two major sources of air pollution in urban areas.;
4.5.10.E. Describe the impact of occupational exposure to pollutants.	Describe the way in which smog forms.; Explain the way in which a thermal inversion traps air pollution.; Describe three possible short term effects and long term effects of air pollution on human health.; Explain what causes indoor air pollution and how it can be prevented.; Describe three human health problems caused by noise pollution.; Describe solutions to energy waste caused by light pollution.; Explain the causes of acid precipitation.; Explain how acid precipitation affects plants, soils, and aquatic ecosystems.; Describe three ways that acid precipitation affects humans.; Describe ways that countries are working together to solve the problem of acid precipitation.
4.3.10.A. Evaluate factors affecting the use of natural resources.	Explain the difference between weather and climate.; Identify four factors that determine climate.; Explain why different parts of the Earth have different climates.; Explain what causes the seasons.; Explain how the ozone layer shields the Earth from much of the sun's harmful radiation.; Explain how chlorofluorocarbons damage the ozone layer; Explain the process by which the ozone hole forms.; Describe the damaging effects of ultraviolet radiation.; Explain why the threat to the ozone layer is still continuing today.; Explain why Earth's atmosphere is like the glass in a greenhouse.; Explain why carbon dioxide in the atmosphere appears to be increasing; Explain why many scientists think that the Earth's climate may be becoming increasingly warmer.; Describe what a warmer Earth might be like.

CIHS Cyber Security & the Law	
Standard	Objective
Standard - 15.2.12.C Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity. 15.3.12.I Synthesize information gathered from multiple sources (e.g., digital, print, face to face). 15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity. 15.3.12.T Demonstrate application of digital citizenship in work and personal situations. Reference Business, Computer and Information Technologies 15.4.12.B 15.3.12.V Evaluate how mobile communication impacts businesses or organizations. 15.3.12.W Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals. 15.4.12.B Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship. 15.4.12.L Find and use primary documentation; employ an accepted protocol for citation 15.5.12.K Analyze issues and cases associated with government regulation. 15.6.12.O Develop criteria for a disaster management plan that includes provisions for secure storage of digital and paper documents, inventory of household items, cash reserves, and medical records. 15.7.12.B Evaluate logistical considerations of operating an international business (e.g., integration of information, transportation, inventory, warehousing, material handling, packaging, and security). 15.7.12.E Examine the legal requirements (foreign and domestic) of operating a business.	E-commerce and Online Contracts and HIPPA: SWBAT: identify and explain pertinent legal examples of issues in E-Commerce and contracts SWBAT: Synthesize information to comprehend both legal and illegal actions in specific case studies SWBAT: connect HIPAA mandates with online contracts, and identify cases having breaches of the obligations

Standard - 15.2.12.C Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity. 15.3.12.I Synthesize information gathered from multiple sources (e.g., digital, print, face to face). 15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity. 15.3.12.T Demonstrate application of digital citizenship in work and personal situations. Reference Business, Computer and Information Technologies 15.4.12.B 15.3.12.V Evaluate how mobile communication impacts businesses or organizations. 15.3.12.W Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals. 15.4.12.B Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship. 15.4.12.L Find and use primary documentation; employ an accepted protocol for citation 15.5.12.K Analyze issues and cases associated with government regulation. 15.6.12.O Develop criteria for a disaster management plan that includes provisions for secure storage of digital and paper documents, inventory of household items, cash reserves, and medical records. 15.7.12.B Evaluate logistical considerations of operating an international business (e.g., integration of information, transportation, inventory, warehousing, material handling, packaging, and security). 15.7.12.E Examine the legal requirements (foreign and domestic) of operating a business.	Virtual Communities: SWBAT: Explain the legal and policy issues surrounding data privacy with virtual communities, online privacy policies, and workplace policies Address legal proposals for online privacy concerns Discuss Alternatives to regulating online privacy, including self-regulation and co-regulation
Standard - 15.2.12.C Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business,	Electronic privacy and security in the workplace: SWBAT: Analyze, understand, and effectively

prospective employers, and social network/virtual identity. 15.3.12.I Synthesize information gathered from multiple sources (e.g., digital, print, face to face). 15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity. 15.3.12.T Demonstrate application of digital citizenship in work and personal situations. Reference Business, Computer and Information Technologies 15.4.12.B 15.3.12.V Evaluate how mobile communication impacts businesses or organizations. 15.3.12.W Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals. 15.4.12.B Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship. 15.4.12.L Find and use primary documentation; employ an accepted protocol for citation 15.5.12.K Analyze issues and cases associated with government regulation. 15.6.12.O Develop criteria for a disaster management plan that includes provisions for secure storage of digital and paper documents, inventory of household items, cash reserves, and medical records. 15.7.12.B Evaluate logistical considerations of operating an international business (e.g., integration of information, transportation, inventory, warehousing, material handling, packaging, and security). 15.7.12.E Examine the legal requirements (foreign and domestic) of operating a business.	communicate the different ways employees can be monitored on the job. • The various types of electronic background checks and testing an employer can require. • When an employer does not have the right to electronically monitor or test a job applicant or employee. • What employees can do to protect their electronic privacy and their employment. • Where they can obtain additional information and assistance regarding electronic workplace privacy. Employers' rights and responsibilities regarding usage of company electronic devices for personal use, including email, message boards, and social media
Standard - 15.2.12.C Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity. 15.3.12.I Synthesize information gathered from multiple sources	Personal device and GPS tracking: SWBAT: Analyze, understand, and effectively communicate issues and situations dealing with the legality of employers monitoring employees via cell phone and gps locations. Will be able to synthesize information and data

(e.g., digital, print, face to face). 15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity. 15.3.12.T Demonstrate application of digital citizenship in work and personal situations. Reference Business, Computer and Information Technologies 15.4.12.B 15.3.12.V Evaluate how mobile communication impacts businesses or organizations. 15.3.12.W Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals. 15.4.12.B Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship. 15.4.12.L Find and use primary documentation; employ an accepted protocol for citation 15.5.12.K Analyze issues and cases associated with government regulation. 15.6.12.O Develop criteria for a disaster management plan that includes provisions for secure storage of digital and paper documents, inventory of household items, cash reserves, and medical records. 15.7.12.B Evaluate logistical considerations of operating an international business (e.g., integration of information, transportation, inventory, warehousing, material handling, packaging, and security). 15.7.12.E Examine the legal requirements (foreign and domestic) of operating a business.	regarding cases involving legal and illegal monitoring of employees

AP/CIHS Psychology	
PA Standard	Objective
6.H - Explain the maturation of cognitive abilities (Piaget's stages, Information process). 6.J - Discuss maturational challenges in adolescence, including related family conflicts. 6.N - Identify the contributions of major researches in the area of moral development	Students will be able to apply Piaget's stages of development, Kohlberg's theories of moral development and Erikson's views of challenges in adolescence to their own personal development and struggles via the creation of a cognitive development scrapbook.
7.A. Identify and apply basic motivational concepts to understand the behavior of humans and other animals. 7.B - Compare and contrast motivational theories, including the strengths and weaknesses of each.	Students will be able to define and differentiate between the theories of motivation and apply the types of motivation to their personal lives and media representation
7.H - Discuss theories of stress and the effects of stress on psychological and physical well being	Analyze stress-related illness and unhealthy behaviors. Draft and create stress management strategies for different personality types.
7.J - Identify the contributions of major researchers in personality theory	Compare and contrast the contributions of Alfred Adler, Albert Bandura, Paul Costa, Sigmund Freud, Carl Jung, Abraham Maslow and Carl Rogers. Students will rank the theories based on a myriad of criteria and determine which they ascribe the most to.
7.P - Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of instruments	Utilize the skills about research design and statistics from unit one and determine the validity of testing instruments - support their opinions with research based data.
8.A - Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgements. 8. B - Describe contemporary and historical conceptions of what constitutes psychological disorders. 8.C - Discuss the intersection between psychology and the legal system (confidentiality and the Insanity defense).	Students will be able to describe the categories in the DSM-5, explain how the titles and perceptions have changed over time, and describe how confidentiality and the insanity defense are intertwined with the descriptions in the DSM-V and the legal system.
8.F - Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum and other psychotic disorders and their corresponding symptoms.	Analyze how neurodevelopmental/schizophrenia disorders are represented in the media and create a myth v. fact flyer to dispel common misconceptions
8.G - Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive compulsive and related disorders and their corresponding symptoms	Create a visual representation of a selected disorder and a graphic updated page that could be included in a virtual, updated DSM-5.
8.H - Discuss the major diagnostic categories including dissociative disorders, somatic symptom and related disorders, and trauma-and	Create a visual representation of a selected disorder and a graphic updated page that could be included in a virtual, updated DSM-5.

stressor-related disorders and their corresponding symptoms.	

Sociology	
PA Standard	Objective
2.4 Students will assess how social institutions and cultures change and evolve: 1. Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age	Students will create a timeline denoting major periods or episodes of social change. Students will choose one era which interests them and describe the social changes that occurred and how that has had a lasting impact on society.
2.4: 2 Countercultures 2.4.3 Social movements	Students will be able to examine counterculture movements, explain the methodology used by leadership to take control, and the power of groups to resist or contribute to this change.
3.1 Students will describe the process of socialization across the life course: 3.1.1 Primary agents of socialization: family, peers, media, schools, and religion 3.1.2 Deviance and conformity	Students will identify how families, family structure and parenting styles function as an agent of socialization. Students will define deviance and illustrate examples in their daily lives.
4.1 Students will identify common patterns of social inequality. 4.1.1 Privilege 4.1.2 Power 4.1.3 Racial and ethnic inequality 4.1.4 Class inequality	Students will analyze how inequality is pervasive in culture on all levels by assessing it's prevalence in their world. Students will identify areas of social inequality at a national level, local level and even on a personal level via reflections, journaling, discussion and planning of remedies and mitigation strategies.
4.1.5 Gender inequality	Students will differentiate between gender and sex. Students will be able to assess the role of gender fluidity in a variety of cultural and contemporary contexts.
4.4 Students will assess responses to social inequality. 4.4.1 Individual responses to inequality 4.4.2 Group responses to inequality such as social movements	Students will select a group that has been marginalized and is of interest to them and detail how the group responded to inequality and started a social movement. They will also be able to predict what types of individuals and groups will fight inequality in the future, and what manner they would choose.
4.4.3 Social policy responses to inequality	Students will assess policies to address inequality and establish and express their opinion on a variety of government policies to address these inequalities.

AP/CIHS US History	
PA Standard	Objective
AP/CHS	Review all previous material for AP exam
America in the World WOR Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	Unit 7: Learning Objective L Explain how and why U.S. participation in World War II transformed American society
Social Structures SOC Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.	Unit 7: Learning Objective M Explain the causes and effects of the victory of the United States and its allies over the Axis powers.
America in the World WOR Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	Unit 7: Learning Objective N Explain the consequences of U.S. involvement in World War II.
	Unit 7: Learning Objective O Compare the relative significance of the major events of the first half of the 20th century in shaping American identity
America in the World WOR Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	Unit 8: Learning Objective A Explain the context for societal change from 1945 to 1980
American and National Identity NAT The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities	Unit 8: Learning Objective B Explain the continuities and changes in Cold War policies from 1945 to 1980.
Work, Exchange, and Technology WXT The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.	Unit 8: Learning Objective C Explain the causes and effects of the Red Scare after World War II.
American and Regional Culture ARC Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.	Unit 8: Learning Objective D Explain the causes of economic growth in the years after World War II.
Social Structures SOC Social categories, roles, and practices are created, maintained, challenged, and transformed throughout	Unit 8: Learning Objective E Explain the causes and effects of

American history, shaping government policy, economic systems, culture, and the lives of citizens.	the migration of various groups of Americans after 1945.
America in the World WOR Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	Unit 8: Learning Objective F Explain how mass culture has been maintained or challenged over time.
	Learning Objective G Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
Politics and Power PCE Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens	Unit 8: Learning Objective H Explain the various military and diplomatic responses to international developments over time.
Migration and Settlement MIG Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.	Unit 8: Learning Objective I Explain the causes and effects of the Vietnam War.
American and Regional Culture ARC Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.	Unit 8: Learning Objective J Explain the causes and effects of continuing policy debates about the role of the federal government over time.
Geography and the Environment GEO Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues	Unit 8: Learning Objective K Explain the continuities and changes in immigration patterns over time.
	Unit 8: Learning Objective L Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980
	Unit 8: Learning Objective M Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
	Unit 8: Learning Objective N Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century
	Unit 8: Learning Objective O Explain how and why policies related to the environment

	developed and changed from 1968 to 1980.
	Unit 8: Learning Objective J Explain the causes and effects of continuing policy debates about the role of the federal government over time.
	Unit 8: Learning Objective P Explain the effects of the growth of religious movements over the course of the 20th century
	Unit 8: Learning Objective Q Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity
Politics and Power PCE Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.	Unit 9: Learning Objective A Explain the context in which the United States faced international and domestic challenges after 1980.
America in the World WOR Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.	Unit 9: Learning Objective B Explain the causes and effects of continuing policy debates about the role of the federal government over time.
Work, Exchange, and Technology WXT The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.	Unit 9: Learning Objective C Explain the causes and effects of the end of the Cold War and its legacy
Migration and Settlement MIG Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.	Unit 9: Learning Objective D Explain the causes and effects of economic and technological change over time.
	Unit 9: Learning Objective E Explain the causes and effects of domestic and international migration over time.
	Unit 9: Learning Objective F Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century
	Unit 9: Learning Objective G Explain the relative significance of the effects of change in the period

	after 1980 on American national identity

Youth and the Law	
PA Standard	Objective
5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.	SWBAT
5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.	-Identify the requirements for a Tort lawsuit. Identify key terms in regards to Civil Law. Analyze case studies of Tort cases. List and explain the 6 requirements for a valid contract. Explain the three reasons a contract must be in writing and the three types of contracts. Explain consumer protection laws and agencies that help protect citizens. Describe and apply 4 types of advertising concepts. Explain key concepts of Family law. (Through case studies and activities) List the types of family structures and roles and responsibilities of family members.
5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality	Criminal Law- Identify the 6 types of criminal homicide in PA and provide examples for each type. Identify and explain the CSOM. Identify actions that make something a crime. Explain and define key terms in criminal law. Define, Identify, and explain topics in each of the following areas: Crimes against people, Theft Crimes, property crimes, and police power crimes.
5.1.12.D. Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution	Police work- Define, Identify, and explain information in the following areas: History of Police Work, Investigation, Arrest, and Use of Force. Key terms, events, and case studies will be used for each area.
5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.	Constitutional Protections- (May not have time for this section)
5.1.C.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	Trials and Punishment- Define, identify and explain key concepts and procedures in the courtroom and in the trial process. Examine types of punishment and the history of our penal system.
5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.	
5.2.12.D. Evaluate and demonstrate what makes competent and responsible citizens.	
5.3.C.B. Analyze the roles of local, state, and national governments in policy-making.	
5.3.12.B. Compare and contrast policymaking in various contemporary world go	

5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.	
5.3.C.F. Explain the Supreme Court's role in interpreting the U.S. Constitution. • Individual rights • States' rights • Civil rights	
5.3.12.H. Evaluate the role of mass media in setting public agenda and influencing political life.	
8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.	
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations	
8.4.12.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization	
8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	

Honors Principles of Democracy	
PA Standard	Objective
C.1.1.2.3: Apply arguments about the role of government to local, state, and national issues of governance.	Weeks 1-2: (UNIT 3) Chapter 8: State Government & Chapter 9: Local Government. SWBAT identify powers most commonly associated with state governments and describe the limits the United States Constitution places on the powers of the states, e.g., coining money, prohibitions against impairing interstate commerce, making treaties with foreign governments, and restrictions imposed by the 14th Amendment and the Bill of Rights through the process of incorporation. Describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts.
C.1.1.2.3: Apply arguments about the role of government to local, state, and national issues of governance.	Weeks 3-5: (UNIT4) Chapter 10: Electing Leaders, Chapter 11: The Political System, & Chapter 12: Paying for Government. SWBAT describe the origins and development of the two-party system. Students should be able to evaluate, take, and defend positions about the role of public opinion in American politics, including explaining the concept of public opinion and alternative views of the proper role of public opinion in a democracy. Evaluate the importance for the individual and society of paying taxes.
C.1.2.1.1: Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.	
C.2.1.1: Analyze the civic roles, rights, and responsibilities of individuals in the United States.	Weeks 6-9: (UNIT 5 & CRIMINAL JUSTICE SYSTEM) Chapter 13: Citizenship and the Family, Chapter 15: Citizenship in the Community, Chapter 16: Citizenship and the Law, & the Criminal Justice System Handbook. SWBAT explain the meaning and importance of respect for the rights and choices of individuals. Explain the idea that citizenship confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries. Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., capital punishment. Learn about the U.S. legal system by examining the criminal justice system's complicated process.

C.2.1.2: Evaluate the factors that make competent and responsible citizens.	
C.1.2.1.3: Compare the legal structure of various forms of government and the level of citizen participation in the development and enforcement of the laws of each type of government.	
C.1.2.1.1: Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.	
	ADDITIONAL TOPICS: Chapter 17: Economic System At Work. SWBAT explain important factors that have helped shape American society, such as market economy; compare the distinctive characteristics of American society with those of other countries.
	Chapter 18: You The Consumer. SWBAT list the keys to becoming a wise consumer. Identify what a consumer should consider in deciding to buy on credit.
	Chapter 19: Money & Credit, Banks & Banking, Saving & Investing, & Insurance Against Hardship. SWBAT identify essential economic freedoms--freedom to enter into contracts, choose one's own employment, own and dispose of property, and engage in business enterprises-- and evaluate the argument that limited government is essential to the protection of political and economic freedoms.
	Chapter 21: The U.S. Economy & The World. SWBAT evaluate the respective roles of national and state governments in the contemporary federal system. Describe economic conditions, e.g., multinational corporations, internationalization of capital, migration of labor, and other effects of an interdependent world economy. Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media.

Principles of Democracy	
PA Standard	Objective
C.1.1.2.3: Apply arguments about the role of government to local, state, and national issues of governance.	Weeks 1-2: (UNIT 3) Chapter 8: State Government & Chapter 9: Local Government. SWBAT identify powers most commonly associated with state governments and describe the limits the United States Constitution places on the powers of the states, e.g., coining money, prohibitions against impairing interstate commerce, making treaties with foreign governments, and restrictions imposed by the 14th Amendment and the Bill of Rights through the process of incorporation. Describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts.
C.1.1.2.3: Apply arguments about the role of government to local, state, and national issues of governance.	Weeks 3-5: (UNIT4) Chapter 10: Electing Leaders, Chapter 11: The Political System, & Chapter 12: Paying for Government. SWBAT describe the origins and development of the two-party system. Students should be able to evaluate, take, and defend positions about the role of public opinion in American politics, including explaining the concept of public opinion and alternative views of the proper role of public opinion in a democracy. Evaluate the importance for the individual and society of paying taxes.
C.1.2.1.1: Compare and assess how various governments are organized and operate and assess citizen access to political participation within the various forms of government.	
C.2.1.1: Analyze the civic roles, rights, and responsibilities of individuals in the United States.	Weeks 6-9: (UNIT 5 & CRIMINAL JUSTICE SYSTEM) Chapter 13: Citizenship and the Family, Chapter 15: Citizenship in the Community, Chapter 16: Citizenship and the Law, & the Criminal Justice System Handbook. SWBAT explain the meaning and importance of respect for the rights and choices of individuals. Explain the idea that citizenship confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries. Explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., capital punishment. Learn about the U.S. legal system by examining the criminal justice system's complicated process.

C.2.1.2: Evaluate the factors that make competent and responsible citizens.	

American History	
PA Standard	Objective
Standard - 8.1.9.A Compare patterns of continuity and change over time, applying context of events. Standard - 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Week 1 The Age of Jackson: SWBAT: List the cultural developments that contributed to the creation of a new American identity Recognize the expansion of voting rights. Recall the political conflicts that marked Andrew Jackson's presidency. Explain the Indian Removal Act and evaluate the effects of the relocation of Native Americans to the West
Standard - 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. Standard - 8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the U.S. Standard - 8.3.9.C Analyze how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Week 2 The Nation Expands: SWBAT- Analyze and identify ways in which the American West attracted a variety of settlers. Examine why Texans revolted against Mexican rule and established an independent nation. Define manifest destiny and assess the outcome of the Mexican-American War leading to U.S. expansion to the Pacific Ocean. State how the discovery of gold brought settlers to California. Generalize how the gold rush had a lasting impact on California's population and economy.
Standard - 8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability	Week 3-4 The North and South:(2 Weeks) SWBAT- List the ways the Industrial Revolution impacted production in the United States. State how workers organized to reform working conditions. Evaluate how the introduction of factories changed working life for many Americans. Categorize the new forms of transportation improved businesses, travel, and communication in the United States. Construct a list dealing with advances in technology and examine the way that new inventions changed daily life and work. Recognize the importance of the cotton gin in making the South a one-crop economy. Discuss how the increased need for cotton led to a greater demand for slave labor. State how Southern society was centered around agriculture. Asses the slave system in the South and discuss how harsh living conditions led to occasional rebellions. Relate how rapid growth in American cities led to urban problems. Define how new movements in art and lieterature influenced many Americans in the early 1800s

	Explain how reform movements in the early 1800s affected religion, education, and society. Identify how debate over slavery increase as abolitionists organized to challenge slavery in the United States. Debate abolitionists and anti-abolitionists arguments. Illustrate ways reformers sought to improve women's rights in American society.
	Weeks 6-7 The Civil War: (2 Weeks) SWBAT- Identify that a Civil War broke out between the North and the South in 1861. Recognize that the Confederate and Union forces faced off in Virginia and at sea. Evaluate why fighting in the Civil War spread to the western United States. Construct a chart describing key battles in the East and West during the Civil War. Summarize the Emancipation Proclamation and explain the effect it had on the Confederate states. List the ways life was difficult for soldiers and civilians during the Civil War. Asses why the Battle of Gettysburg was a major turning point in the war. Create a graphic organizer stating the Union victories in 1863, 1864, and 1865 that led to the end of the Civil War. Compare and contrast President Lincoln's views on Reconstruction to Congress's views on Reconstruction. Identify that the end of the Civil War meant freedom for African Americans in the South.
	Weeks 8-9 The Reconstruction: (2 weeks) SWBAT- Describe the problems the nation faced in rebuilding the Union. Define Black Codes and explain how these led to opposition to President Johnson's plan for Reconstruction. Name and explain the 14th and 15th Amendment. As Reconstruction ended, list new hurdles African Americans faced. Evaluate the rebuilding of the South.

Global American Studies	
PA Standard	Objective
8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability	Weeks 1-3 (The Rest of the 1960's): Students will be able to evaluate the various theories behind the JFK assassination and determine which they find most plausible. Students will examine the causes, major events related to, and outcomes of the Vietnam War. Students will compare and contrast the Civil Rights movement of the 1960's to current/recent equal rights movements. Students will recall the tumultuous end to the 1960's, with the assassinations of Martin Luther King, Jr. and Robert Kennedy, as well as the election of Richard Nixon.
8.1.12.A: Evaluate patterns of continuity and change over time, applying context of events. 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations	Weeks 4-6 (The 1970's): Students will describe some of the major challenges and events of the Nixon presidency. Students will evaluate Nixon's crimes in the Watergate scandal. Students will also compare the Nixon impeachment to other presidential impeachments. Students will examine the unique developments that defined 1970's culture. Students will examine the crises and shortcomings of the Ford and Carter presidencies.
8.1.12.A: Evaluate patterns of continuity and change over time, applying context of events. 8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world.	Weeks 7-9 (The 80's & 90's): Students will describe the core elements of the Conservative Movement that helped define the Reagan presidency. Students will evaluate the impact that "Reaganomics" had on various industries in America. Students will examine how the Cold War ended and how it changed foreign political affairs. Students will evaluate the ways in which presidents responded to foreign crises, such as the Persian Gulf War, Balkan/Rwanda genocides, and 9/11 and the War on Terror. Students will

• Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations	compare how the dawn of the Digital Age compares to the Industrial Revolution.

Current Issues	
PA Standard	Objective
Standard - CC.8.5.9-10.B	Identify issues concerning domestic and foreign policy.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Examine and evaluate different types of media and their biases.
Standard - CC.8.5.9-10.C	Draw conclusions from editorial cartoons and connect them to events in the news.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Compare and contrast current issues and how they are covered by various media
Standard - CC.8.5.9-10.D	Be able to distinguish fact from opinion
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Analyze the influence visual media has on society's perception of current events.
Standard - CC.8.5.9-10.E	
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	
Standard - CC.8.5.9-10.F	
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
Standard - CC.8.5.9-10.G	
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
Standard - CC.8.5.9-10.H	
Assess the extent to which the reasoning and evidence in a text support the author's claims.	
Standard - CC.8.5.9-10.I	
Compare and contrast treatments of the same topic in several primary and secondary source	
Standard - CC.8.5.11-12.A	

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	
Standard - CC.8.5.11-12.B	
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
Standard - CC.8.6.9-10.A	
Write arguments focused on discipline-specific content.	
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
Provide a concluding statement or section that follows from or supports the argument presented.	
Standard - CC.8.6.9-10.F	
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.	
Standard - CC.8.6.9-10.I	
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

AP Microeconomics	
PA Standard	Objective
PRD-3.C: A. Define (using tables as appropriate) key terms, strategies, and concepts relating to oligopolies and simple games. B. Explain strategies and equilibria in simple games and the connections to theoretical behaviors in various oligopoly market and non-market settings. C. Calculate the incentive sufficient to alter a player's dominant strategy	1. Define cartel. 2. Define and identify Nash Equilibrium. 3. Evaluate dominant and non-dominate strategies in game theory by drawing and reading a payoff matrix
PRD-4.A: A Define key terms and concepts relating to factor markets. B. explain the relationship between factors of production, firms, and factor prices. C. Calculate the marginal revenue product and marginal resource cost.	Draw read and interpret a graph that illustrates the relationship between factors of production, wage rates and hiring cost factors.
PRD-4.B: Explain firms' and factors' responses to changes in incentives and constraints	Examine how changes in the determinants of labor supply (such as immigration, education, working conditions, age distribution, availability of alternative options, preferences for leisure, and cultural expectations) cause the labor supply curve to shift.
PRD.4.C: Explain the profit-maximizing behavior of firms buying labor in perfectly competitive markets. C. Calculate measures representing the profit-maximizing behavior of firms buying labor in perfectly competitive markets.	1. Calculate marginal revenue product of labor and determine when a firm will shift from labor to capital (formula). 2. Explain how firms allocate inputs in such a manner that the last dollar spent on each input yields the same amount of marginal product (formula - check and solve).
POL-3.A: Define externalities. B. Explain how in the presence of externalities, private markets do not take into consideration social costs or benefits.	Define externalities and weigh the cost and benefits (social and economic) of imposing measures to encourage or mitigate positive/negative externalities
POL-3.C: Define whether goods are rival and/or excludable. B. Explain how the nature of rival and/or excludable goods influences the behavior of individuals and groups	Evaluate the impact of the free-rider problem and generate solutions to solve it in everyday life
POL-5.A: Define measures of economic inequality in income and wealth. Explain sources of income and wealth inequality	Define measures of economic inequality in income and wealth. Explain sources of income and wealth inequality

Drawing		
Week	PA Standard	Objective
pen & ink	9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.	create a work of art (any subject matter) that demonstrates the use of line and texture to show value
pen & ink	9.1.B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works of art.	create a work of art (any subject matter) that demonstrates the use of line and texture to show value
Color Theory	9.1.C. Identify and use comprehensive vocabulary within each of the arts forms.	demonstration & understanding of color theory
Still Life	9.1.G. Explain the function and benefits of rehearsal and practice sessions.	demonstration & understanding of subject matter (still-life)
Perspective	9.1.J. Incorporate specific uses of traditional and contemporary technologies within the design.	demonstration & understanding of 1 & 2 point perspective
Landscape - Nature study (Texture)	9.1.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding.	demonstration & understanding of textural effect found in nature
Animals (Texture)	9.2.A. Explain the historical, cultural and social context of an individual work in the arts.	demonstration & understanding of textural effect found in nature
Facial Features and Proportions	9.2.C. Analyze a work of art from its historical and cultural perspective.	demonstration & understanding of the features of the face
Figure Proportions	9.2.D. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts.	demonstration & understanding of proportion and their relationship to the human body
	9.2.I. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
	9.2.K. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	
	9.3.A. Know and use the critical process of the examination of works in the arts.	
	9.3.E. Interpret and use various types of critical analysis in the arts.	
	9.4.B Compare and contrast informed individual opinions about the meaning of works in the arts to others.	

Painting 9-12		
Weekly Topics	PA Standard	Objective
Acrylic, Watercolor, Other Material	9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.	Techniques and using other available material to create art
Blending and Wrinkle Study (Value)	9.1.B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works of art.	Techniques, Element of Value, Principle of Contrast
Color Theory	9.1.C. Identify and use comprehensive vocabulary within each of the arts forms.	Techniques, Element of Color
Still Life	9.1.G. Explain the function and benefits of rehearsal and practice sessions.	Techniques, Element of Form
Perspective	9.1.J. Incorporate specific uses of traditional and contemporary technologies within the design.	Techniques, Element of Space and Form
Landscape - Nature study (Texture)	9.1.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding.	Techniques, Element of Texture and Space
Animals (Texture)	9.2.A. Explain the historical, cultural and social context of an individual work in the arts.	Techniques, Element of Texture
Facial Features and Proportions	9.2.C. Analyze a work of art from its historical and cultural perspective.	Techniques, Principle of Proportion
Figure Proportions	9.2.D. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts.	Techniques, Principle of Proportion
	9.2.I. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
	9.2.K. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	Students will be able to:
	9.3.A. Know and use the critical process of the examination of works in the arts.	Develop creative problem solving and innovative thinking skills.
	9.3.E. Interpret and use various types of critical analysis in the arts.	Develop and refine communication skills
	9.4.B Compare and contrast informed individual opinions about the meaning of works in the arts to others.	Discover an outlet for personal expression
		Increase technical skill and aesthetic awareness.
		Learn to be risk takers.
		Experience new media and enhanced skills in other media.

		Be able to create original works using the elements and principles of design.
		Be able to say why they made their choices.
		Learn to be advocates for the arts.
		Develop knowledge and appreciation for art history.

Ceramics 9-12		
Week	PA Standard	Objective
1. Sculpture	9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.	The student will be able to:
2. Stacked Form	9.1.B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works of art.	Demonstrate the ability to perceive and describe formal qualities and expressive content in ceramic products.
3. Sgraffito Drop Dish	9.1.C. Identify and use comprehensive vocabulary within each of the arts forms.	Discuss and/or Demonstrate technical skills needed to produce products with aesthetic qualities
4. Lantern	9.1.G. Explain the function and benefits of rehearsal and practice sessions.	Analyze and discuss techniques of forming pottery
5. Mugs	9.1.J. Incorporate specific uses of traditional and contemporary technologies within the design.	Use vocabulary related to ceramics/pottery
6. Bowls	9.1.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding.	Use criteria for making judgement about ceramics/pottery
7. Wheel Thrown	9.2.A. Explain the historical, cultural and social context of an individual work in the arts.	Demonstrate an awareness of the history of pottery.
8. Mosaics	9.2.C. Analyze a work of art from its historical and cultural perspective.	
9. Self-Directed	9.2.D. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts.	
	9.2.I. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
	9.2.K. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	
	9.3.A. Know and use the critical process of the examination of works in the arts.	
	9.3.E. Interpret and use various types of critical analysis in the arts.	
	9.4.B Compare and contrast informed individual opinions about the meaning of works in the arts to others.	

Senior Art 12		
Week	PA Standard	Objective
self-directed	9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.1.B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works of art.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.1.C. Identify and use comprehensive vocabulary within each of the arts forms.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.1.G. Explain the function and benefits of rehearsal and practice sessions.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.1.J. Incorporate specific uses of traditional and contemporary technologies within the design.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.1.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.2.A. Explain the historical, cultural and social context of an individual work in the arts.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.2.C. Analyze a work of art from its historical and cultural perspective.	students work independently to build a body of artwork for the annual art exhibit
self-directed	9.2.D. Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts.	students work independently to build a body of artwork for the annual art exhibit
	9.2.I. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
	9.2.K. Identify, explain and analyze common themes, forms, and techniques from works in the arts.	
	9.3.A. Know and use the critical process of the examination of works in the arts.	
	9.3.E. Interpret and use various types of critical analysis in the arts.	
	9.4.B Compare and contrast informed individual opinions about the meaning of works in the arts to others.	

Graphic Design	
PA STANDARDS	OBJECTIVE
Week 1	
15.2.12.N - Reference business, computer & information technology.	To define and differentiate between short-term and long-term goals and to identify personal skills, interests, and abilities and relate them to career choices.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	
Week 2	
15.2.12.N - Reference business, computer & information technology.	To describe how short-term goals lead to career goals.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	
Week 3	
15.2.12.N - Reference business, computer & information technology.	To describe the relationship between acquiring skills and academic performance and explain how connections with others can increase one's own ability to reach goals.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	
Week 4	
15.2.12.N - Reference business, computer & information technology.	To identify resources for assistance in choosing and preparing for a college and/or career and how self-motivation, self-efficacy and teamwork contributes to academic and career success.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	

Week 5	
15.2.12.N - Reference business, computer & information technology.	To explain how self-management can increase the ability to reach short and long term goals.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	To identify how to solve problems through responsible decision making.
Week 6	
15.2.12.N - Reference business, computer & information technology.	To analyze how self and social awareness to improve one's ability to resolve conflicts and effective communication techniques for relationship-building.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	
Week 7	
15.2.12.N - Reference business, computer & information technology.	To identify resources for assistance in choosing and preparing for a college and/or career.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	To describe how connections with others can increase one's own ability to reach goals.
Week 8	
15.2.12.N - Reference business, computer & information technology.	To list ways in which self-presentation can impact career opportunities and describe ways in which strong written, verbal and non-verbal communication can improve one's ability to reach career goals.
15.4.12.B - Evaluate the impact of social, legal, ethical and safe behaviors on digital citizenship.	
Week 9	
15.2.12.N - Reference business, computer & information	To list personal characteristics that lead to success in the workplace and describe why

technology.	relationship building is important to career success.
15.4.12.B - Evaluate the impact of social, legal, ethical and	
safe behaviors on digital citizenship.	

Game Design	
Pa Standards	Objective
Week 1	
15.2.12.N - Reference business, computer & Information Technology	To gain insight into skills, interests and aptitudes and, identify STEM careers of interest.
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	
skills, and values in order to transition from high school.	
Week 2	
15.2.12.N - Reference business, computer & Information Technology	To solve a virtual engineering problem from a set of constraints and then identify the steps
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	of the design process and explain how it is utilized by designers and engineers.
skills, and values in order to transition from high school.	
Week 3	
15.2.12.N - Reference business, computer & Information Technology	To identify STEM careers that utilize engineering-related skills and identify one or more
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	that might be of interest.
skills, and values in order to transition from high school.	
Week 4	
15.2.12.N - Reference business, computer & Information Technology	To define the internet of Things and describe its potential impact on day-to-day lives.
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	
skills, and values in order to transition from high school.	
Week 5	
15.2.12.N - Reference business, computer & Information Technology	To identify appropriate visual data formats (scatter plot, line graph, bar graph, etc.)
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	for specific data sets.
skills, and values in order to transition from high school.	
Week 6	

15.2.12.N - Reference business, computer & Information Technology	To explain how recommendation engines utilize different types of data to predict user
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	preference and distinguish between content and collaborative filtering.
skills, and values in order to transition from high school.	
Week 7	
15.2.12.N - Reference business, computer & Information Technology	To explain the process by which a physician gathers and uses data to treat a patient and
15.4.12.A - Apply the creative and productive use of emerging technologies for	to identify three types of imaging, how they work, and their purposes.
educational and personal success.	
Week 8	
15.2.12.N - Reference business, computer & Information Technology	To define dependent and independent variables.
15.4.12.A - Apply the creative and productive use of emerging technologies for	
educational and personal success.	
Week 9	
15.2.12.N - Reference business, computer & Information Technology	To identify STEM careers of interest and identify next steps for careers of interest.
15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle,	
skills, and values in order to transition from high school.	

Business Management	
Pa Standards	Objective
Week 1:	
15.6.12.A - Evaluate the impact of internal and external influences on financial decisions.	How to invest and pay for higher education
Week 2:	
15.6.12.H - Evaluate payment methods for major purchases	To evaluate the differences between renting, leasing and owning and to apply appreciating and depreciating assets.
Week 3:	
15.6.12.H - Evaluate payment methods for major purchases	To define important housing terminology and list the advantages and disadvantages of renting/owning a home.
Week 4:	
15.6.12.N - Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.	To define common terminology associated with insurance policies. To recognize that the primary purpose of insurance is to mitigate risk.
Week 5:	
15.6.12.E - Assess the purpose, source, and impact of various taxes.	To identify the purpose of common taxes and to become familiar with the purpose of common tax forms.
Week 6:	
15.6.12.M- Assess the impact of identity theft; develop & plan for correcting a negative credit report.	To identify strategies that can be used to steal your identity or commit consumer fraud and to list ways to protect personal information.
Week 7:	

15.6.12.M- Assess the impact of identity theft; develop	To categorize personal information or documents as sensitive or not sensitive and assess when personal information
& plan for correcting a negative credit report.	should be provided.
Week 8:	
15.6.12.P - Develop financial investment plans to	To compare/contrast different retirement plan options (401K, 403B, IRA's) and describe how starting to save early can
accommodate various economic and personal scenarios.	impact retirement savings.
Week 9:	
15.6.12.P - Develop financial investment plans to	To describe the differences and trade-off between risk and return with various investments (stocks, bonds,
accommodate various economic and personal scenarios.	mutual funds, index funds)

Video Production I	
PA Standard	Objective
Weeks 1 & 2	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts.	Students will create a real-life public service announcement using iMovie or Google Photos. Students will learn to give corrective criticism or praise to their fellow classmates on the PSA projects. They will then analyze their work via a reflection.
Weeks 3 & 4	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts.	Students will create a Green Screen video using iMovie or Google Photos. Students will learn to give corrective criticism or praise to their fellow classmates on the green screen projects. They will then analyze their work via a reflection.
Weeks 5 & 6	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts.	Students will create a news broadcast using iMovie or Google Photos. Students will learn to give corrective criticism or praise to their fellow classmates on the PSA projects. They will then analyze their work via a reflection.
Week 7	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts.	Students will create a music video using iMovie or Google Photos. Students will learn to give corrective criticism or praise to their fellow classmates on the PSA projects. They will then analyze their work via a reflection.
Weeks 8 & 9	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.3.12.B Determine and apply criteria to a person's work and works of others in the arts.	Students will create a movie trailer using iMovie or Google Photos. Students will learn to give corrective criticism or praise to their fellow classmates on the PSA projects. They will then analyze their work via a reflection.

Video Production II	
PA Standard	Objective
Weeks 1 & 2	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	The students will work as a team and brainstorm and collaborate on the senior video revised agenda/idea.
Weeks 3 - 9	
15.4.12.G - Create an advanced digital project using sophisticated design and appropriate software/applications. 9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	The students will create a 30 minute movie that will be included in their senior video that will be approximately 90 minutes long. *The students had started this movie in the beginning of the year and it is a full year work in progress project. Because of the COVID-19 school closure, they will be creating a new movie and incorporating that into their full length (90 minute) presentation. They will have to work together to get this project completed by the end of the school year. It will be presented to the HS student body on May 28th if school returns. If not, it will be posted on YouTube for the high school to view.

CISH Website Design	
Objectives:	PA Standard (s)
Working With Images: SWBAT: Basic skills for working with images Types of images for the Web How to include and image on a page How to resized, align, and float and image on a page Advanced image skills Using HTML5 figure and figcaption elements Working with thumbnails Creating image map (Approx. 2 Weeks)	Standard - 15.3.12.S Evaluate electronic communication options based on need. Standard - 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. Standard - 15.4.12.F Compare and contrast network environments, including the function of network devices and connectivity issues. Standard - 15.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications. Standard - 15.4.12.I Compare and contrast programming languages; select most appropriate one to complete a specific task. Standard - 15.4.12.H Use programming languages to develop logical thinking and problem solving skills. CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes 3B-AP-19 11-12 Develop programs for multiple computing platforms.
Working With Forms: SWBAT: Basic skills for using tables Creating, formatting and editing a table How to use CSS to format the table How to use HTML5 figure and figcaption elements with a table How to merge rows and columns of a table Approx. 2 weeks	Standard - 15.3.12.S Evaluate electronic communication options based on need. Standard - 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. Standard - 15.4.12.F Compare and contrast network environments, including the function of network devices and connectivity issues. Standard - 15.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications. Standard - 15.4.12.I Compare and contrast programming languages; select most appropriate one to complete a specific task. Standard - 15.4.12.H Use programming languages to develop logical thinking and problem solving skills. CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration

	of historical events, scientific procedures/experiments, or technical processes 3B-AP-19 11-12 Develop programs for multiple computing platforms.
Working with forms SWBAT: Using forms and controls How to create a form Using buttons, text fields, drop-down lists, radio buttons, check boxes, labels, and text areas How to use a file upload control. Using HTML5 features for data validation Approx. 2 weeks	Standard - 15.3.12.S Evaluate electronic communication options based on need. Standard - 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. Standard - 15.4.12.F Compare and contrast network environments, including the function of network devices and connectivity issues. Standard - 15.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications. Standard - 15.4.12.I Compare and contrast programming languages; select most appropriate one to complete a specific task. Standard - 15.4.12.H Use programming languages to develop logical thinking and problem solving skills. CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes 3B-AP-19 11-12 Develop programs for multiple computing platforms.
Using JavaScript to enhance your Web pages SWBAT: How JavaScript and the Document Object Model works Using JavaScript to enhance your web pages Using JavaScript for opening a popup window, image rollovers, image swaps, slide shows, and tabbed data Trouble shoot if the JavaScript doesn't work on your page? Intro to JavaScript and DOM scripting Intro to JavaScript and DOM scripting Basic JavaScript JavaScript for data validation How to use JavaScript for data validation (3 Weeks)	Standard - 15.3.12.S Evaluate electronic communication options based on need. Standard - 15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success. Standard - 15.4.12.F Compare and contrast network environments, including the function of network devices and connectivity issues. Standard - 15.4.12.G Create an advanced digital project using sophisticated design and appropriate software/applications. Standard - 15.4.12.I Compare and contrast programming languages; select most appropriate one to complete a specific task. Standard - 15.4.12.H Use programming languages to develop logical thinking and problem solving skills.

	CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes 3B-AP-19 11-12 Develop programs for multiple computing platforms.

Life Beyond High School	
PA Standards	Objective
11.1.3 F. Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services). 11.1.6 C. Describe the adaptability to meet basic human needs of the different types of housing available (e.g., single home, apartment, mobile home, shelter, recreational vehicle, public housing).	Transportation Demonstrate how to search for a vehicle online and use KBB to determine the value of each vehicle Understand finance and lease options available to obtain a vehicle. Understand insurance options available and the Pennsylvania vehicle insurance laws.
11.1.3 B. Define the components of a spending plan (e.g., income, expenses, savings). 11.1.12 B. Analyze the management of financial resources across the lifespan.	Budgeting Understand the concept and importance of budgeting. Create and calculate an individualized budget. Keep financial records to assist in planning. Demonstrate effective decision making in spending and saving.
11.1.3 F. Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services).	Laundry Identify the steps in laundry care. Demonstrate the process of caring and maintaining clothing.
11.1.9 A. Analyze current conservation practices and their effect on future renewable and non-renewable resources. Refuse Reduce Reuse Recycle	Conservation Identify natural resources and the need for them in everyday life. Explain and Demonstrate how to conserve resources.
11.1.6 B. Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.	Everyday Math Calculate an appropriate Tip. Compare prices based on Unit Pricing. Calculate and understand coupons and sales.

Sports Nutrition & Modern Foods	
PA Standards	Objective
11.3.12 E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body. 9.7 Demonstrate principles of food biology and chemistry.	<i>Digestion Unit</i> Distinguish the functions of the major parts of the digestive system. Summarize the processes of absorption and metabolism. Analyze how lifestyles behaviors and food patterns can affect digestion and absorption processes. Recognize the characteristics associated with common digestive disorders.
11.3.6 D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid. 11.3.6 E. Explain the relationship between calories, nutrient and food input versus energy output; describe digestion. 11.3.12 E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.	<i>Eating for Sports Performance</i> Compare aerobic and anaerobic energy production systems. Recognize the nutrient needs of athletes. Plan meals and snacks for an athlete in training. Implement recommendations for hydration before, during, and after an athletic event. Explain how athletes can safely lose or gain weight for competition
11.3.6 D. Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid. 11.3.6 E. Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.	<i>Energy Balance</i> Explain how the amount of energy in food is measured. Calculate the three components of your energy expenditure. Identify the outcomes of energy deficiency and excess.
14.1.5 Analyze legislation and regulations related to nutrition and wellness.	<i>Drugs, Supplements, and the Athletes</i> Recall precautions related to performance aids marketed to athletes. Summarize the possible consequences of the use of drugs and dietary supplements to enhance physical performance.

Creative Arts	
PA Standards	Objective
2.1.4 Apply consumer skills to providing and maintaining clothing. 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.	<i>Fibers and Fabrics- Textile Fibers</i> Explain how fibers are classified. Describe the fiber characteristics needed for use in fabrics. Explain how manufactured fibers are made. List the various fibers and describe their characteristics.
2.1.4 Apply consumer skills to providing and maintaining clothing. 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.	<i>Fibers and Fabrics- Fabric Construction</i> Explain how yarn is formed. Compare and contrast the characteristics of woven and knitted fabrics. Describe methods of fabric construction.
2.1.4 Apply consumer skills to providing and maintaining clothing. 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.	<i>Fibers and Fabrics- Fabric Finishes</i> Explain the different dyeing process. Describe common printing techniques. Explain how a fabric texture can be changed. Identify finishes that improve a fabric's performance.
2.1.4 Apply consumer skills to providing and maintaining clothing.	<i>Understanding Color</i> Describe the impact of color. Identify primary, secondary, and intermediate colors on the color wheel. Describe color schemes that work well together.
11.2.9 A. Solve dilemmas using a practical reasoning approach Identify situation Identify reliable information List choices and examine the consequences of each Develop a plan of action Draw conclusions Reflect on decisions 11.2.12 A. Justify solutions developed by using practical reasoning skills. 2.1.4 Apply consumer skills to providing and maintaining clothing. 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.	<i>Redesign, Repair, and Recycle</i> Update the fashion look of older clothes. Adjust garments to improve the fit. Find new uses for clothes and fabrics.

16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling. 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel. 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.	
2.1.4 Apply consumer skills to providing and maintaining clothing. 11.2.9 A. Solve dilemmas using a practical reasoning approach Identify situation Identify reliable information List choices and examine the consequences of each Develop a plan of action Draw conclusions Reflect on decisions	<i>History of Sewing</i> Understand how sewing has changed and evolved through history.

Basic Cooking	
PA Standards	Objective
PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). C. Classify the components of effective teamwork and leadership.	Lunch Understand how to plan and prepare a healthy lunch. Explain how to prepare salad ingredients and assemble a salad. Prepare nutritious salads and stock-based soups.
PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). C. Classify the components of effective teamwork and leadership.	Lunch Understand how to plan and prepare a healthy lunch. Explain how to prepare salad ingredients and assemble a salad. Prepare nutritious salads and stock-based soups.
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PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).	Understand how to plan and prepare a healthy Dinner. List the factors affecting the selection of meats.

11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). C. Classify the components of effective teamwork and leadership.	Describe how to properly store meats to maintain their quality. Describe the principles and methods of cooking meat. Prepare meats by moist and dry cooking methods.
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PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). C. Classify the components of effective teamwork and leadership.	Understand how to plan and prepare a healthy Dinner. List the factors affecting the selection of vegetables. Describe how to properly store vegetables to maintain their quality. Describe the principles and methods of Vegetable cooking.
PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities).	Understand how to plan and prepare a healthy Dinner. List the factors affecting the selection of fruits. Describe how to properly store fruits to maintain their quality. Describe the principles and methods of fruits cooking.

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PA State FCS Standards: 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6 C. Analyze factors that effect food choices. 11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). C. Classify the components of effective teamwork and leadership.	Review of the semester

American Cuisine	
PA Standards	Objective
11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Identify the origins of foods of the seven main regions of the United States. Explain how geography, climate, and culture affected the development of Canadian Cuisine. Prepare foods that are representative of the United States and Canada.
11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Identify the origins of foods of the seven main regions of the United States. Explain how geography, climate, and culture affected the development of Canadian Cuisine. Prepare foods that are representative of the United States and Canada.
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preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	representative of the United States and Canada.
11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Identify the origins of foods of the seven main regions of the United States. Explain how geography, climate, and culture affected the development of Canadian Cuisine. Prepare foods that are representative of the United States and Canada.
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11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Identify the origins of foods of the seven main regions of the United States. Explain how geography, climate, and culture affected the development of Canadian Cuisine. Prepare foods that are representative of the United States and Canada.
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Culinary Arts	
PA Standards	Objective
11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Examine the basic functions of ingredients in cake. Differentiate between the three mixing methods Construct a variety of cakes
11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Examine the basic functions of ingredients in cake. Differentiate between the three mixing methods Construct a variety of cakes
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11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	Explain the functions of ingredients of Yeast Bread Create foods containing yeast
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11.3.6 F. Analyze basic food preparation techniques and food-handling procedures. 11.3.6 G. Describe the physical, biological, and chemical changes that take place in food preparation. 11.3.9 G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities).	Review of Semester

school, recreational activities). 11.2.6 C. Classify the components of effective teamwork and leadership. 11.3.3 F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	

Physical Education	
Standard	Objectives
10.5.12.A. Apply knowledge of movement skills, skill-related fitness, and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	TSWBAT: - Improve their hand eye coordination while throwing and catching a ball. - Use terminology amongst their peers during drills and game play. - Officiate their own game play by reciting the proper rules of the game of their choice.
10.4.12.A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	TSWBAT: - Improve their physical fitness by actively participating in a physical activity.
10.4.12.B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. - social-physiological-psychological	TSWBAT: - Explain the importance and benefits of a progressive dynamic warm up.

Wellness

Standard	Objectives				
10.1.9A Analyze factors that impact growth and development between adolescence and adulthood. (Interpersonal Communication, Relationships)	Students will learn what the word empathy means and will learn how to be empathetic towards each other.	Students will create their own personal definition of what success is and then implement it into a writing assignment.	Students will understand the three different types of personalities.	Students will analyze their self esteem and learn how to improve it.	Students will understand how their personal values and belief system affects their health by following along with their guided notes.
10.3.9C Analyze and apply strategies to avoid or manage conflict and violence during adolescence.	Students will learn different strategies and methods to appropriately deal with cyberbullying.	Students will learn the consequences of cyberbullying and the strategies used to handle being cyberbullied in case they are ever in a cyberbully situation.	Students will learn different strategies and methods to appropriately deal with bullying.	Students will list different types of stereotypes and come up with reasons why students label/stereotype other students.	
10.1.12B Evaluate factors that impact body systems and apply protective/preventive strategies.	Students will learn the 3 different strategies (time out, work out, reach out) to deal with stress.	Students will learn what stress is and how we are vulnerable to stress so that they can learn what changes to make in their lifestyles to be less stressed.			
10.1.9B Analyze the interdependence existing among the body systems.	Students will learn about their own personal strengths and weaknesses	Students will be able to understand the four			

	physically, mentally/emotionally, and socially to help them learn what parts of their health they can improve on.	influences on their health and describe how each influence affects their health.			

Wellness 2

<u>Standard</u>	Objectives		
10.1.9.C. Analyze factors that impact nutritional choices of adolescents. - body image - advertising - dietary guidelines - eating disorders - peer influence - athletic goals	TSWBAT: Be able to explain nutrition and what it is. Be able to give at least three out of six nutrients and an example of each.	TSWBAT: Describe what at least three out of six nutrients are by the end of the lesson.	TSWBAT: - read a food label by completing a worksheet following the different things they should be looking for with 80% accuracy.
10.2.9.B. Analyze the relationship between health-related information and adolescent consumer choices - tobacco products - weight control products	TSWBAT: - recite at least two positives and two negatives to the diet that they are researching		
10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision making/refusal skills, situation avoidance, professional assistance, parent involvement	TSWBAT: Learn the indicators between being addicted to a substance rather than socially using.	TSWBAT: - demonstrate two different ways to say no to someone by the end of the lesson.	TSWBAT: - discuss at least three reasons that you need to take prescriptions as prescribed by the end of the lesson.
10.1.12. D. Evaluate issues relating to the use/non use of drugs. psychology of addiction, social impact, chemical use, and fetal development, laws relating to alcohol, tobacco, and chemical substances, impact on the individual, impact on community.	TSWBAT: - Recite reasons why Marijuana is the gateway drug by the end of the lesson. - Demonstrate their knowledge of the short and long term effects of cocaine and other stimulants on the body by the end of the lesson.	TSWBAT: - recite at least three things they didn't know about alcohol and the effects on your body by the end of the lesson. - Demonstrate their knowledge by listing the short and long term effects of alcoholism by the end of the lesson.	
10.1.12 E. Identify and analyze factors that influence the prevention and control of health problems. research medical advances, technology, and government policies/regulations.	TSWBAT: Recite at least two reasons why marijuana is becoming legalized throughout the United States by the end of the lesson.		
10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood. - relationships - interpersonal communication - risk factors -	TSWBAT: - recite at least three different love languages by the end of the lesson. - describe the differences between at	TSWBAT: - recite at least three hormonal birth controls that are available by the end of the lesson.	TSWBAT: - recite at least two main goals of two of the three trimesters during pregnancy. - Demonstrate their

abstinence - STD and HIV prevention - community	least two of the love languages by the end of the lesson.		knowledge by completing the worksheet 95% of the time.
10.1.9.C. Analyze factors that impact nutritional choices of adolescents. - body image - advertising - dietary guidelines - eating disorders-peer influence-athletic goals	TSWBAT: - demonstrate two different ways to say no to someone by the end of the lesson. - recite at least three things they should look for in a relationship by the end of the lesson.	TSWBAT: - recite at least three red flags that they should be aware of when being in a relationship with a friend or romantically.	

Drivers Education

Standard	Objectives
14.3.D Describe and explain the proper application of basic driving skills.	TSWBAT Learn how to make proper responses to problem traffic situations once they are identified and evaluated.
14.4.B Identify and describe concerns when sharing the road with other users.	TSWBAT understand Vision and Perception Requirements.
14.5.A Describe hazardous conditions and their effects on vision and steering control tasks while driving.	TSWBAT understand Vision and Perception Requirements.

Medical Mentorship				
Standard	Objectives			
13.1.11 E. Justify the selection of a career.	Students will write a summary of all the jobs they shadowed in the hospital in the last six weeks.		(Students did complete six weeks of job shadowing at local hospital.)	
13.1.11 F. Analyze the relationship between career choices and preparation opportunities, such as, but not limited to: Associate degree Baccalaureate degree Certificate/licensure Immediate part/full time employment	Students will research different careers in the medical field. The students must include schooling and certificates required, salary and availability of these jobs in the future.			
13.1.11 D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Job Shadowing	Students will observe occupations in the medical field through online segments (A day in the life).			
10.3.12. B. Analyze and apply strategies for the management of injuries.	Duties, roles and responsibilities of the first aid rescuer Steps of first aid Removing protective gloves finding the problem	Students will be able to identify and treat the following injuries; Breathing Problems, Choking, Allergic Reactions, Heart Attack, Fainting, Diabetes, Stroke, Seizure and Shock.	Students will be able to identify and treat the following injuries; bites, stings, heat-related emergencies, cold-related emergencies, and poison emergencies. Students will be able to identify and treat the following injuries; external bleeding, wounds, internal bleeding, head, neck and spine injuries, broken bones, sprains, burns and electrical injuries.	Students will be able to identify and treat the following injuries; external bleeding, wounds, internal bleeding, head, neck and spine injuries, broken bones, sprains, burns and electrical injuries.
10.3.12 CPR	Students will be able to perform			

	CPR (Adult, Child and Infant).			

CPR / First Aid				
Standard	Objectives			
10.3.12. B. Analyze and apply strategies for the management of injuries.	Duties, roles and responsibilities of the first aid rescuer Steps of first aid Removing protective gloves finding the problem	Students will be able to identify and treat the following injuries; Breathing Problems, Choking, Allergic Reactions, Heart Attack, Fainting, Diabetes, Stroke, Seizure and Shock.	Students will be able to identify and treat the following injuries; bites, stings, heat-related emergencies, cold-related emergencies, and poison emergencies. Students will be able to identify and treat the following injuries; external bleeding, wounds, internal bleeding, head, neck and spine injury, broken bones, sprains, burns and electrical injuries.	Students will be able to identify and treat the following injuries; external bleeding, wounds, internal bleeding, head, neck and spine injury, broken bones, sprains, burns and electrical injuries.
10.3.12 CPR	Students will be able to perform CPR (Adult, Child and Infant).			

Career Exploration						
Standard	Objectives					
13.1.11 B career awareness and preparation Analyze career options based on personal interests, abilities , and aptitudes	I'll know I have it when I discover the many layers of qualities and characteristics that makeup my unique identity completing interest inventories	I'll Know I have it when: I can narrow the career choices by considering the general job characteristics that are most important to you, and being creative in thinking of jobs that meet their requirements by looking at the career clusters	I'll know I have it when: I have final commercial using flip grid or google slides.			
13.2.11 Career Acquisition: B: Apply research skills in searching for a job. C: Develop and assemble, for career portfolio placement, career acquisition documents, job application	I'll know I have it when: I have Activity 3 job listings completed by looking at various career sites to look for career opportunities that I am interested in.	I'll know I have it when: I know how to properly obtain a job application, and I know what being careful, complete, and correct means.	I'll know I have it when: I know the best steps for completing a job application and what are the common mistakes that I need to avoid.	I'll know I have it when: I can understand how to fill out an application properly		
13.2.11 C Career Acquisition Develop and assemble, for career portfolio placement, career	I'll Know I have it when: I can define resume. I can explain why resumes are important	I'll Know I have it when: Explain what a quality resume should contain. What are the	I'll Know I have it when: I get into google classroom and complete the skeleton resume.	I'll Know I have it when: my resume is completed.		

acquisition documents, such as Resume		different types of resume				
13.4.11 B Entrepreneurship Analyze entrepreneurship as it relates to personal character traits.	I'll Know I have it when: I can identify characteristics associated with successful entrepreneurs and plan for developing entrepreneurial skills	I will know I have it when: I research and identify a brief list of facts and five character traits of an entrepreneur.	I will know I have it when: I identify a brief list of facts and five character traits of an entrepreneur and present the information to the class			
13.2.11 A Apply effective speaking and listening skills used in a job interview	I will know I have it when: I know the difference between an interviewer and interviewee. I know the purpose of the interview. I can identify how interviewers decide who to hire.	I'll know I have it when: I can identify the most commonly used interview questions. I can effectively answer the most commonly used interview questions.	I'll know I have it when: I can explain the importance of first impressions. I can identify key non-verbal communication skills that will be judged during the interview	I'll know I have it when: I can describe key strategies that can be used to practice interviewing .	I'll know I have it when: I can describe key strategies that can be used to practice interviewing .	I'll know I have it when I can successfully answer interview questions. I know how to successfully introduce myself. I know what business causal means.
13.1.11 G career awareness and preparation Access the implementation of the individualized career plan through the ongoing development of a career portfolio	I'll know I have it when I have all the items on the checklist uploaded into career cruising.					

Concert Band	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	• duration • intensity • pitch •
	harmony • rhythm
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Identify and notate interpretive symbols.
	Key signatures and scales for C,F,G Bb,Db,Eb and Ab in treble and/or Bass clef.
	Identify all pitches on the grand staff.
	Interpret dynamic changes.
	Interpret and count given rhythms from grade 2 and 3 levels of music using the "1&2&" counting system.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Attend live and/or video performances by professional player and/or composers.

Percussion	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	• duration • intensity • pitch •
	harmony • rhythm
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Identify and notate interpretive symbols.
	Key signatures and scales for C,F,G Bb,Db,Eb and Ab in treble and/or Bass clef.
	Identify all pitches on the grand staff.
	Interpret dynamic changes.
	Interpret and count given rhythms from grade 2 and 3 levels of music using the “1&2&” counting system.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Attend live and/or video performances by professional player and/or composers.

Orchestra	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	• duration • intensity • pitch •
	harmony • rhythm
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Identify and notate interpretive symbols.
	Key signatures and scales for C,F,G Bb,Db,Eb and Ab in treble and/or Bass clef.
	Identify all pitches on the grand staff.
	Interpret dynamic changes.
	Interpret and count given rhythms from grade 2 and 3 levels of music using the “1&2&” counting system.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Attend live and/or video performances by professional player and/or composers.

History of Rock	
Standard	Objective
9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts	Observe and describe live and/or video performances by professional player and/or composers.
9.2.12.L Identify, explain and analyze common themes, forms and techniques from works in the arts	Explain similarities between works in dance, music, theatre, and visual arts in various cultural and historical contexts.
	Study the creation and re-creation of music

Chorus	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	• duration • intensity • pitch •
	harmony • rhythm
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Identify and notate interpretive symbols.
	Identify all pitches on the grand staff.
	Interpret dynamic changes.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Attend live and/or video performances by professional singers and/or composers.

Guitar	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	• duration • intensity • pitch •
	harmony • rhythm
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Identify and notate interpretive symbols.
	Identify all pitches on the grand staff.
	Interpret dynamic changes.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Attend live and/or video performances by professional singers and/or composers.

Drama	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	Students will write a "quarantine" monologue or duet scene.
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students will write a "quarantine" monologue or duet scene.
9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	Students will write a "quarantine" monologue or duet scene.
9.1.12.F Analyze works of arts influence by experiences or historical and cultural events through production, performance or exhibition	Students will write a "quarantine" monologue or duet scene.
9.2.12.A/D Explain/Analyze the historical, cultural and social context of an individual work in the arts	Students will write a "quarantine" monologue or duet scene.
	Students will research and analyze different forms of puppetry
9.3.12.H Identify, describe and analyze the work of Pennsylvania Artists	Students will research the work of an actor or actress from Pennsylvania

Stage Production	
Standard	Objective
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.	Students will complete look books for costumes, makeup and hair, or decoration for a play
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students will complete look books for costumes, makeup and hair, or decoration for a play
9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting work in the arts or the works of others.	Students will design a "quarantine" show using a mixture of technologies
	Students will analyze YouTube videos on sound, lighting, costume, makeup and set design
9.2.12.H Identify, describe, and analyze the work of Pennsylvania Artists	Students will research the work of an actor or actress from Pennsylvania
9.1.12.C Integrate and apply advanced vocabulary to the arts forms	Students will use the correct vocabulary in responses and on tests

Page to Stage	
Standard	Objective
9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition	Students will complete the Sondheim lyric project
9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students will complete the Sondheim lyric project
9.3.12.H Identify, describe and analyze the work of Pennsylvania Artists	Students will research the work of an actor or actress from Pennsylvania
9.2.12.B Relate works in the arts chronologically to historical events	Students will research the work of an actor or actress from Pennsylvania
9.2.12.A/D Explain/Analyze the historical, cultural and social context of an individual work in the arts	Students will research the work of an actor or actress from Pennsylvania
	Students will complete a webquest on theatre history

AutoCAD	
Pa Standards:	Standard 11. Students will develop abilities to apply the design process. Q. Develop and produce a product or system using a design process. R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.
	Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
Objectives:	Prepare interested based CAD project proposals and reflections to apply the use of design process
	Relate use of application skills to finished products in the modern world
	Discuss terminology and methodology of CAD
Summary:	AutoCAD II challenges students to apply computer aided design theory to meet the needs of interest-based projects, as well as study the world of modern technology!

Explore Engineering	
Pa Standards:	STL 9: Students will develop an understanding of engineering design. 9-12 J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
	STL 8: Students will develop an understanding of the attributes of design. 9-12 H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
	Standard 7. Students will develop an understanding of the influence of technology on history. 9-12 G. Most technological development has been evolutionary, the result of a series of refinements to a basic invention I. Throughout history, technology has been a powerful force in reshaping the social, cultural, political, and economic landscape.
Objectives:	Recognize and define 4 major "houses" of engineering
	Distinguish various types of bridges
	Sketch and label the parts of a sailboat
	Analyze the term sustainability and compare perks of renewable and nonrenewable resources
	Comprehend the meaning and purpose of engineering in society
Summary:	Explore Engineering introduces students to the design world of inventions, innovations, and renovations!

Construction	
Standards	Objectives
	This online text allows the students to make real-world connections. The text includes several chapters dealing with the seven areas of Technology Education. The chapter that I will focus on for the construction class is Sustainable Cities. In this unit the students will learn how designers draw on their knowledge of mathematics and science to design structures and systems that will stand the test of time, promote the health and well-being of residents, and preserve more of the natural world. Objectives: <i>Define the Problem Students examine the problem of urban sprawl and possible solutions. . .</i> <i>Identify the Loads the Building Must Support Students learn how to calculate live and dead loads, and explore how loads are transferred through the members of a structure. . .</i> <i>Use Failure Analysis to Design a Safer Building Students design and then load a tower to analyze the forces that affect a structure. . Test Construction Materials for Strength Students test materials and compare their strength under tension and compression.</i> <i>Describe Mechanical Properties of Materials Students examine the properties of a variety of construction materials.</i> <i>Experiment with Concrete Students test the compression strength of concrete samples. .</i> <i>Make Your Building Energy Efficient Students are introduced to energy concepts through thermal systems and energy transfers in a structure.</i>
3.6.12. GRADE 12	
C. Analyze physical technologies of structural design, analysis and engineering, personnel relations, financial affairs, structural production, marketing, research and design to real world problems. • Apply knowledge of construction	Chapter 10: Redesigning America Chapter 11: Bridging the Future Chapter 12: Tower in the Sky Chapter 13: Home Sweet Home Chapter 14: From the Ground Up

technology by designing, planning and applying all the necessary resources to successfully solve a construction problem. • Compare resource options	Chapter 15: Building Green Chapter 16: A Race for the Sun
3.2.12. GRADE 12	
D. Analyze and use the technological design process to solve problems. • Assess all aspects of the problem, prioritize the necessary information and formulate ques	

Design & Engineering	
Standards	Objectives
	This online text allows the students to make real-world connections. The text includes several chapters dealing with Design and Engineering. The chapter that I will focus on for the Design and Engineering class is Going with the Flow. ■ Students develop their abilities to use the engineering design process. Students take on the role of engineers and apply the engineering design process to define and solve problems by inventing and improving products, processes, and systems. ■ Students will understand the complementary relationships between science, mathematics, technology, and engineering. By learning about the work of practicing engineers, students get an “insider’s view” of how engineers apply mathematical skills and scientific knowledge to solve problems and meet human needs and desires. ■ Students will understand how advances in technology affect human society, and how human society determines which new technologies will be developed. Students learn through a variety of examples how everyone is affected by changes in technology and how people influence future technological development by the choices they make as workers, consumers, and citizens.
3.6.10. GRADE 10	
"• Apply concepts of design engineering and production engineering in the organization and application of a manufacturing activity. • Apply the concepts of manufacturing by redesigning an enterprise to improve productivity or reduce or eliminate waste and/or pollution.	Chapter 1: Design and Patents Chapter 2: Manufacturing Chapter 3: Investigate Fluid Systems Chapter 4: The Rocket Effect Chapter 5: Investigate Resistance in Pipes Chapter 6: Redesign Chapter 7: Present Your Patent Chapter 8: Develop a Manufacturing Press
3.2.12. GRADE 12	
D. Analyze and use the technological design process to solve problems. • Assess all aspects of the problem, prioritize the necessary information and formulate ques	

Introduction to Technology	
Standards	Objectives
	This online text allows the students to make real-world connections. The text includes several chapters dealing with the seven areas of Technology Education. The chapter that I will focus on for the Introduction to Technology class is Manufacturing and Design. <i>In this unit the students will be able to:</i> • Describe at least ten different technologies, objects and processes that have been modified to suit human needs and wants. • Explain that technologies are modified or invented through the engineering design process, which consists of several steps: defining the problem, conducting research, generating possible solutions, selecting and refining one solution, constructing a prototype, testing and evaluating the prototype, communicating the solution, and redesigning. • Give examples of how three different kinds of professional engineers bring creative ideas to life.
3.6.10. GRADE 10	
• Apply concepts of design engineering and production engineering in the organization and application of a manufacturing activity. • Apply the concepts of manufacturing by redesigning an enterprise to improve productivity or reduce or eliminate waste and/or pollution.	Chapter 1: Welcome to Design World Chapter 2: Birth of a New Technology Chapter 3: Designs That Take Flight Chapter 4: Beyond Words Chapter 5: The Art of Engineering Chapter 6: Bringing Designed Ideas to the Market Chapter 7: A Universe of Systems Chapter 8: The Making of a New Balance Shoe Chapter 9: Like Nature Intended
3.2.12. GRADE 12	
D. Analyze and use the technological design process to solve problems. • Assess all aspects of the problem, prioritize the necessary information and formulate questions	

Spanish 1	
Spanish 1	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1: I can read, listen to, and understand information about food and beverages for breakfast and lunch. 2. I can express likes and dislikes. 3. I can learn to use the present tense of -er and -ir verbs and me gustan / me encantan. 4. I can read and learn about fruits that are native to the Americans. 5. I can read , listen to and understand information about food and beverage for dinner. 6. I can describe what people or things are like. 7. I can learn to use the plurals of adjectives. 8. I can learn to use the verb Ser. 9. I can understand culture perspectives on diet and health.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	

Acquiring Information: and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

French 1	
French 1	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can talk about soccer in France and a famous French soccer player. 2. I can talk about the future using aller + infinitive and form questions using inversion and n'est-ce pas . 3. I can order food and drinks in a café and ask for the bill.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	4. I can talk about la restauration rapide and famous cafés in France.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	5. I can use the verb prendre and the expressions avoir faim / soif . 6. I can make and respond to predictions. 7. I can talk about the history of cinema in France and some popular comedies.
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	8. I can use all forms of quel and the verb voir .
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information: and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Spanish 2	
Spanish 2	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can understand vocabulary related to shopping in written and auditorial context through written responses. 2. I can describe a shopping experience in the past. 3. I can create a fashion show in which I describe the model's attire, where the items were bought, and when they are good to wear.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	4. I understand vocabulary related to giving and receiving directions around town both in written and auditorial context. 5. I can give directions to someone else on how to get from one place to another.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	6. I can answer questions related to cultural perspectives on shopping and travel. 7. I can make comparisons based on those perspectives between my own culture and the target culture.
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information: and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are	

available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

French 2	
French 2	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can describe the weather and the climate of a place. 2. I can discuss Paris sites; discuss famous pastries and chefs; and talk about Port-au-Prince, the capital of Haiti. 3. I can use the verb faire when describing the weather, sports, and other activities; and learn how to say "I'm hot" and "I'm cold." 4. I can excuse myself and talk about past events. 5. I can discuss three famous Paris monuments. 6. I can describe events completed in the past, including those verbs that take irregular past participles; and use irregular adjectives. 7. I can sequence events in the past. 8. I can discuss le jardin des Tuileries and the métro . 9. I can describe past events and specify with adverbs.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Spanish 3	
Spanish 3	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can understand vocabulary related to entertainment both in written and auditorial context. 2. I can tell the story of an experience of an emotional competitive event (such as a championship) using the past tense and describing emotional reactions of the participants. 3. I can write a critique of a movie or television program in which I describe the plot and give my opinion of the performance of the actors and actresses and director.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	4. I can answer questions related to cultural reading on the perspectives of entertainment in the target culture. 5. I can make comparisons based from those perspectives between the products and practices of my own culture and the target culture.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	7. I can understand vocabulary related to cooking and food both in written and auditorial context. 8. I can give directions to someone on how to prepare a basic recipe using commands and the impersonal se.
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information: and Diverse Perspectives: Learners access and evaluate	

information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

French 3	
French 3	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can use reflexive verbs in the present tense. 2. I can talk about the Republic of Cameroon and La Francophonie . 3. I can compare what I do with what someone else does, respond to a comparison, and express injustice. 4. I can talk about the Ivory Coast, current issues in Africa, and immigration from Africa to France. 5. I can use the imperative forms of reflexive verbs and the present tense forms of s'asseoir . 6. I can ask if someone remembers an event and recount past events. 7. I can talk about Senegal, oral storytellers called griots . 8. I can use reflexive verbs in the past tense.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and	

reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Spanish 4	
Spanish 4	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can understand vocabulary related to friendships and relationships both in written and oral context. 21. I can understand vocabulary related to friendships and relationships both in written and oral context. 2. I can discuss what qualities make a good friend and what qualities do no. 3. I can give my emotional reaction to other people's actions. 4. I can give advice and recommendations about conflict resolution among friends. 5. I can answer questions related to cultural readings based on cultural perspectives on relationships and family.. I can discuss what qualities make a good friend and what qualities do no. 3. I can give my emotional reaction to other people's actions. 4. I can give advice and recommendations about conflict resolution among friends. 5. I can answer questions related to cultural readings based on cultural perspectives on relationships and family.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	1. I can understand vocabulary related to careers and community service both in written and oral context. 2. I can describe what community service opportunities are available in my community and relate those to solving issues both at home and abroad.
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand	

their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information: and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	1. I can understand vocabulary related to friendships and relationships both in written and oral context. 21. I can understand vocabulary related to friendships and relationships both in written and oral context. 2. I can discuss what qualities make a good friend and what qualities do no. 3. I can give my emotional reaction to other people's actions. 4. I can give advice and recommendations about conflict resolution among friends. 5. I can answer questions related to cultural readings based on cultural perspectives on relationships and family. I can discuss what qualities make a good friend and what qualities do no. 3. I can give my emotional reaction to other people's actions. 4. I can give advice and recommendations about conflict resolution among friends. 5. I can answer questions related to cultural readings based on cultural perspectives on relationships and family.
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

French 4	
French 4	
PA Standard	Objective
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1. I can finish reading, summarizing, and analyzing Le Petit Prince . 2. I can use the subjunctive to express opinion, improbabilities, and desires. 3. I can use the conditional to hypothesize and propose solutions. 4. I can talk about Normandy, France. 5. I can use the conditional in si clauses . 6. I can use the future tense. 7. I can express future goals and give a reason. 8. I can talk about Brussels, Belgium, and the European Union.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	
Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Acquiring Information: and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language	

studied and their own.	
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Exhibit C

	A	B	C	D	E	F	G	H	I
1	English Language Arts	Planned Instruction	Planned Instruction	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment
2	Kindergarten	Wonders	Heggerty	Scholastic	Newsela		Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
3	Grade 1	Wonders	Heggerty	Scholastic	Newsela		Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
4	Grade 2	Wonders	Heggerty	Scholastic	Newsela		Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
5	Grade 3	Wonders		Scholastic	Newsela	Quill	Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
6	Grade 4	Wonders		Scholastic	Newsela	Quill	Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
7	Grade 5	Study Sync	Common Lit		Newsela	Quill	Amplify Reading & Writing K-5	Literacy Design Collaborative	Read Write Think
8	Grade 6	Study Sync	Common Lit		Newsela	Quill	Amplify Reading & Writing 6-8	Literacy Design Collaborative	Read Write Think
9	Grade 7	Study Sync	Audio Book	Common Lit	Newsela	Quill	Amplify Reading & Writing 6-8	Literacy Design Collaborative	Read Write Think
10	Grade 8	US Holocaust Museum	Anne Frank House	The Terrible Things	Newsela	Quill		Literacy Design Collaborative	Read Write Think
11	Grades 9-12	Common Lit			Newsela	Quill		Literacy Design Collaborative	Read Write Think
12	Grades 9-12	AP Lessons by College Board			Newsela	Quill			
13	Grades 9-12	Google Classroom Content Prepared by Teachers		MIT Open Courses	Newsela	Quill			
14	Grades K-12			Smithsonian Education Guide					

	A	B	C	D	E
1	Math	Planned Instruction	Review & Enrichment	Review & Enrichment	Review & Enrichment
2	Kindergarten	Eureka Math	Go Math	Khan Academy	Illustrations
3	Grade 1	Eureka Math	Go Math	Khan Academy	Illustrations
4	Grade 2	Eureka Math	Go Math	Khan Academy	Illustrations
5	Grade 3	Eureka Math	Go Math	Khan Academy	Illustrations
6	Grade 4	Eureka Math	Go Math	Khan Academy	Illustrations
7	Grade 5	Eureka Math	Go Math	Khan Academy	Illustrations
8	Grade 6	Eureka Math	Go Math	Khan Academy	Illustrations
9	Grade 7	Eureka Math	Go Math	Khan Academy	Illustrations
10	Grade 8	Eureka Math	Go Math	Khan Academy	Illustrations
11	Grades 9-12	Eureka Math		Khan Academy	Illustrations
12	Grades 9-12	AP Lessons by College Board			
13	Grades 9-12	Google Classroom content prepared by teachers	MIT Open Courses		

	A	B	C	D	E	F	G	H	I	J
1	Science	Planned Instruction	Planned Instruction	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment	
2	Kindergarten	Activity #1: What Do You See?	Mystery Science	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
3		Activity #2: Just Like Me and You	Mystery Science	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips		
4		Activity #3: Parts of a Whole	Mystery Science	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips		
5	Grade 1	McGraw Hill Text - A Closer Look	Mystery Science	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
6	Grade 2	McGraw Hill Text - A Closer Look	Scholastic	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
7	Grade 3	McGraw Hill Text - A Closer Look	Scholastic	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
8	Grade 4	McGraw Hill Text - A Closer Look	Scholastic	Mystery Doug	Elementary Science	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
9	Grade 5	CK-12 - Interactive Text	Holt McDougal - Various Texts	Open Sci Ed	Virtual Science Resources	Amplify Science K-5	Newsela	Discovery Virtual Fieldtrips	Twig Science Tools - NGSS aligned	
10	Grade 6	CK-12 - Interactive Text	Holt McDougal - Various Texts	Open Sci Ed	Virtual Science Resources	Amplify Science 6-8	Newsela	Discovery Virtual Fieldtrips	Twig Secondary	
11	Grade 7	CK-12 - Interactive Text	Holt McDougal - Various Texts	Open Sci Ed	Virtual Science Resources	Amplify Science 6-8	Newsela	Discovery Virtual Fieldtrips	Twig Secondary	
12	Grade 8	CK-12 - Interactive Text	Holt McDougal - Various Texts	National Science Teachers	Virtual Science Resources	Amplify Science 6-8	Newsela	Discovery Virtual Fieldtrips	Twig Secondary	
13	Grades 9-12	Biology Online Text		Bio - Exploratorium	Virtual Science Resources		Newsela	Discovery Virtual Fieldtrips	Twig Secondary	
14	Grades 9-12	Holt McDougal - Various Texts		The Biology Corner	National Science Teachers				Twig Secondary	
15	Grades 9-12	Google Classroom content prepared by teachers		Chem - Exploratorium						
16	Grades 9-12			Physics - Exploratorium						
17	Grades 9-12			The Physics Classroom						
18	Grades 9-12	AP Lessons by College Board		MIT Open Courses						
19	Grades K-12			Smithsonian Education Guide	NOAA					

	A	B	C	D	E	F	G
1	Social Studies	Planned Instruction	Planned Instruction	Review & Enrichment	Review & Enrichment	Review & Enrichment	Review & Enrichment
2	Kindergarten	Wonders	Scholastic	Readworks	Newsela		
3	Grade 1	Wonders	Scholastic	Readworks	Newsela		
4	Grade 2	Wonders	Scholastic	Readworks	Newsela		
5	Grade 3	Wonders	Scholastic	iCivics	Newsela		
6	Grade 4	Wonders	Scholastic	iCivics	Newsela		
7	Grade 5	Regions of Our Country - Interactive Text		iCivics	Newsela	PBS Newshour	National Constitution Center
8	Grade 6	The Ancient World - Interactive Text		iCivics	Newsela	PBS Newshour	National Constitution Center
9	Grade 7	Middle Ages - Online Text		iCivics	Newsela	PBS Newshour	National Constitution Center
10	Grade 8	Civics and Government Techbook		iCivics	Newsela	PBS Newshour	National Constitution Center
11	Grades 9-12	AP Lessons by College Board		iCivics	Newsela	PBS Newshour	National Constitution Center
12	Grades 9-12	Houghton Mifflin Harcourt - Various Texts		MIT Open Courses			National Constitution Center
13	Grades 9-12	Google Classroom content prepared by teachers					
14	Grades K-12			Smithsonian Education Guide			

	A	B	C	D
1	Art	Planned Instruction	Review & Enrichment	
2	Grades K-4		<u>Smithsonian Education Guide</u>	
3	Grades K-12		<u>Chicago Arts Partnership</u>	
4	Grades K-12		<u>Carnegie Museums</u>	
5	Grades K-5		<u>Common Sense Media</u>	
6	Grades 6-12		<u>Common Sense Media</u>	
7	Grades 9-12	<u>AP Lessons by College Board</u>		
8	Grades 9-12	Google Classroom content prepared by teachers		
9				
10				
11				
12				

	A	B	C
1	Business & Technology	Planned Instruction	Review & Enrichment
2	Grades 5-8	Google Tools - Slides, Docs, Hangouts	Everfi
3	Grades 5-8		Junior Achievement
4			
5			
6			
7	Grade 9-12	Pearson - Various Texts	Junior Achievement
8	Grades 9-12	Google Classroom content prepared by teachers	MIT Open Courses
9	Grades 9-12	Alice 3	CSS resources
10	Grades 9-12	Glencoe Personal Finance Text	HTML5 resources
11	Grades 9-12	Everfi	Javascript resources
12	Grades 9-12	iMovie for Video Production	
13	Grades 9-12	Google Photos for Video Production	

	A	B	C	D
1	Computer, CS & STEM	Planned Instruction	Review & Enrichment	Review & Enrichment
2	Grades K-12	<u>Scratch</u>	<u>Teach Engineering</u>	
3	Grades K-12	<u>Code.org</u>	<u>NASA STEM Engagement</u>	
4	Grades K-12	<u>Codelicious</u>	<u>Smithsonian Education Guide</u>	
5				
6	Grades K-4	<u>CodeSparkAcademy</u>		
7				
8	Grades 5-8	<u>Weebly</u>	<u>Everfi</u>	
9		<u>Minecraft</u>	<u>Homestylar</u>	
10		<u>Tinkercad</u>	<u>Common Sense Media</u>	
11		<u>Sketchup</u>		
12				
13	Grades 4-12	<u>Google CS First</u>		
14				
15	Grades 9-12	<u>AP Lessons by College Board</u>	<u>MIT Open Courseware</u>	
16	Grades 9-12	Google Classroom content prepared by teachers	<u>w3schools.com</u>	

	A	B	C
1	Family & Consumer Science	Planned Instruction	Review & Enrichment
2	Grades 5-8	Google Classroom content prepared by teachers	<u>Online Resources</u>
3			<u>FCS Lessons</u>
4			<u>Common Sense Media</u>
5			
6			
7			
8			
9	Grades 9-12	Google Classroom content prepared by teachers	<u>Online Resources</u>
10			<u>FCS Lessons</u>

	A	B	C	D	E
1	Performing Arts	Planned Instruction	Planned Instruction	Review & Enrichment	Review & Enrichment
2	Grades K-5	<u>Music K-8</u>	<u>NY Phil Harmonic</u>	<u>Music Lab</u>	
3	Grades K-5	<u>Composers</u>			
4	Grades K-5	<u>NY Phil Harmonic</u>			
5					
6	Grades 5-8	<u>Music K-8</u>			
7					
8	Grades K-5			<u>Common Sense Media</u>	
9	Grades 6-12			<u>Common Sense Media</u>	
10					
11					
12					
13	Grades 9-12	Google Classroom content prepared by teachers		<u>MIT Open Courses</u>	
14	Grades K-12			<u>Common Sense Media</u>	
15	Grades K-12			<u>Carnegie Museums</u>	
16					
17					
18					

	A	B	C	D
1	Physical Ed & Health	Review & Enrichment	Review & Enrichment	
2	Grades K-4			
3				
4				
5				
6	Physical Education & Health	Planned Instruction	Review & Enrichment	Review & Enrichment
7	Grades K-4	PE Visual Packet		
8	Grades K-4	Agent Agile's Cross Training Blast		
9	Grades K-4	Captain Cardio Aerobic Blast		
10	Grades K-4	PE Central		
11	Grades 5-8	PE Central		AHA - Healthy Living
12	Grades 5-8	Fitness Guide		
13	Grades 5-8	Fitness Log		
14	Grades 9-12	PE Central	Get Fit Class	AHA - Healthy Living
15	Grades K-12	Phys Ed Games	NFL	
16	Grades K-12		Open Online PE Network	
17				

	A	B	C
1	Technology Education	Planned Instruction	Review & Enrichment
2	Grades 9-12	<u>IAT Interactive Online Text</u>	<u>Teach Engineering</u>
3	Grades 9-12	<u>Engineering the Future</u>	<u>MIT Open Courseware</u>
4	Grades 9-12		<u>Smithsonian Education Guide</u>
5	Grades 9-12		
6	Grades 9-12	Google Classroom content prepared by teachers	

	A	B	C	D	E
1	World Languages	Planned Instruction	Planned Instruction	Review & Enrichment	Review & Enrichment
2	Grades 6-8	<u>Realidades Text</u>	<u>ACTFL Resources</u>	<u>MIT Open Courses</u>	<u>Smithsonian Education Guide</u>
3	Grades 6-8	Google Classroom content prepared by teachers		<u>AATSP - Resources</u>	
4	Grades 9-12	Google Classroom content prepared by teachers		<u>MIT Open Courses</u>	<u>Smithsonian Education Guide</u>
5	Grades 9-12	<u>Realidades Text</u>	<u>ACTFL Resources</u>	<u>AATSP - Resources</u>	
6	Grades 9-12	T'es Branché Texts		<u>AATF - Resources</u>	

	A	B
1	Other Technology Tools	
2	Platform	Service
3	Audible	Free stories for kids to stream
4	@BookCreatorApp	Offering free collaboration on books to assist schools that close
5	BrainPop	Free access for schools closed due to Coronavirus
6	BreakoutEDU	A list of free digital games put together due to school closures
7	Buncee	Free Buncee Classroom accounts during closure
8	Cisco WebEX	Cisco WebEx 90 day free usage - Remote Workers and Virtual Learning includes unlimited usage (no time restrictions) and supports up to 100 participants.
9	Comcast	Offering two free months of anyone that signs up for Internet Essentials program for low-income households
10	DigiPals	Global Pen Pals currently free due to closures
11	Discovery Ed	For schools that are not currently using Discovery Education resources , but are experiencing closures due to the Coronavirus, DE is offering free access through the remainder of the school year
12	Fitness & Fluency	21 days of free unlimited access
13	Google Hangouts Meet	Offering Enterprise-level services to all until July 1, 2020 (i.e. ability to record meets, increase attendees number)
14	Hapara	Complete access to Hapara tools at no charge through June 2020
15	Kahoot	Premium distance learning tools for free for schools closed due to Covid-19
16	Kami	Free access to schools affected by Covid-19

	A	B
17	Lincoln Learning Solutions	Cyber education platform offering select free resources to educators; see the YouTube page for additional resources
18	Lincoln Learning You Tube Channel	cyber education company channel features educational videos
19	Listenwise	Free access to premium if school is closed through April 30. Can be extended if school remains closed
20	NSTA	National Science Teaching Association is offering free 30 day membership which includes all resources
21	Nearpod	Extending impacted schools and districts with temporary access
22	Newsela	Free access to entire product suite for remainder of 2019/2020 school year
23	Parlay	Online discussion tool offering free premium features until April 30th by using the code "Bye-Corona"
24	Pear Deck	Premium access for schools in quarantined communities
25	Screencastify	"If your school has temporarily closed due to the Coronavirus and is looking for a solution for remote learning, please have an administrator contact us at sales@screencastify.com. We'll do whatever we can to help at no cost."
26		Link goes to resources
27	SMART	Free access to SMART Learning Suite Online for schools affected or planning to close
28	SmartMusic	Free access until June 30, 2020
29	Time for Kids	Free for rest of school year
30	Tynker	Full access to platform and curriculum for closed schools

	A	B
31	<u>WeVideo</u>	WeVideo offering free WeVideo for schools accounts; can be given in 90 day increments
32	<u>Zoom Meetings</u>	<u>Removing the 40 minute recording limit for US EDU customers by request at this link</u>
33	<u>Coronavirus Virtual Learning Offers (editable spreadsheet)</u>	
34	<u>Education Companies Offering Free Subscriptions During Shut Down</u>	
35	<u>Wakelet of Additional Services</u>	
36	<u>Extended Benefits from Companies Wakelet</u>	
37	<u>J.K. Rowling relaxes licensing rules</u>	
38	<u>Author Chris Grabenstein giving permission for teachers to record/post videos of them reading his books</u>	
39	<u>Author Mo Williams grants permission to read/record readings of his books</u>	

AIU Foundational Guide for Online Instruction

The following are five foundational concepts to support you in transitioning to virtual instruction for remote learning. Each concept is broken into two skills, with three virtual resources to support you in better understanding each of the skills.

I. Set Up for Virtual Instruction		II. Design for Access		III. Prepare to Teach Virtually		IV. Teach Virtually		V. Support Collaboration	
IA. Create a class & invite students	IB. Set up a video call	IIA. Accessibility Tools with Google	IIIB. Text-to-Speech and Speech-to-Text	IIIA. Prepare a presentation for students with Slides and Docs	IIIB. Create virtual assessment with Forms	IVA. Facilitating via video conference	IVB. Checking for Understanding	VA. Q&A in Slides	VB. Work together
Getting Started with Google for Education : Google Classroom	Welcome to your first day of Google Hangouts Meet	Use captions in a video meeting	Type with your Voice	How to Use Google Slides	Create & grade quizzes with Google Forms	Video Series: How to Use Google Hangouts Meet	Best Practices in Remote Learning	Q&A with Slides	Use the version history to quickly track individual contribution
How to Create a Class	Comprehensive Guide to Educating Through Zoom	What's that you say? Present with captions in Google Slides	Read/Write Chrome Browser Extension	First Day of Google Slides	How to Use Google Forms	Education Guide - Getting Started on Zoom	Tips and Tricks: Teachers Educating on Zoom	Q&A tool in Slides - The Suite Life (Video)	Add comments to give immediate feedback and advice to each other remotely
Invite Students to your Class		Google Tools for English Language Learners	Equatio Math Tool for Chrome Browser Extension		EDU in 90: Quizzes in Google Forms (Video)				

	A	B	D	E	F	G	H	I	J	K
1										
2	Other Teacher Resources		Creator	Link	Description					
3	<i>Teach from Home</i>	Google	Link	A temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crisis.						
4	<i>Explore distance learning resources for schools affected by COVID-19</i>	Google	Link	For educators and IT administrators preparing for potential school closures — or currently facing them — here are a few ways to engage students through distance learning.						
5	<i>Technology for Access Across Platforms</i>	Bucks County IU and PaTTAN	Link	A dynamic online resource for educators and students featuring links to information on accessibility options for computers and mobile devices, as well as apps and ideas for providing access for students with disabilities.						
6	<i>COVID-19 Online Learning</i>	Digital Promise	Link	We are compiling some of the best resources and exemplars for schools and families preparing for online learning in response to COVID-19						
7	<i>Teaching Effectively During Times of Disruption</i>	Stanford University	Link	A guide created to support virtual instruction in higher education with many valuable insights fo K12.						
8	<i>Learning Keeps Going</i>	COVID-19 Education Coalition	Link	A coalition of education organizations has curated strategies, tips and best practices for teaching online						
9	Transition to Online Learning with TIE: Resources and Support	TIE (Technology in Education) South Dakota ESAs	Link	Guides and Resources related to three key areas: Curating and Sharing Content, Free Online Content For Subject Areas, and How						
10	Resources for Teaching Online	Corwin Press	Link	A toolkit which provides the resources needed to adapt and provide exceptional online instruction for students.						

Exhibit D

Elementary Education Plan



Ringgold School District is committed to making every effort to establish continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. In order to do this, several steps have already taken place and others will continue to take place during this week of March 23rd, 2020 in order to resume required learning on April 1, 2020.

Step 1: Support Each Other: We're ALL in this TOGETHER!

The first and most important step of this process is to remember that WE ARE ALL IN THIS TOGETHER! As we navigate these uncharted waters together we want to refer everyone to the article, ["Teaching Through a Pandemic: A Mindset for the Moment"](#). The article gives several important reminders that are worth mentioning:

- Expect trial...and plenty of error! We are more than silos of isolated educators. No amount of social distancing can change the fact that the RSD family is a committed group of professionals that are on a learning journey. That journey will include all that we know is characteristic of the learning process, direct instruction, group work, approximation, etc. We will learn together what works, and what doesn't!
- Acknowledge the EXTRAORDINARY! Give yourself time and permission to digest all that is occurring. Let yourself experience this once in a lifetime moment in education. Don't be shy! Ask questions. And more importantly, when you see your colleague doing something EXTRAORDINARY, shout it out. Share it with your teams, let your principals know, tweet it out! Success breeds success!
- REDUCE the workload for yourself and your students! We are expecting that you will cover *less* material than you would in a traditional setting. We ask that you focus on what is *most essential*. Do your best and focus on quality over quantity. We trust your judgment, and principals and building leaders are expecting and will welcome your questions.
- Believe in yourself and your colleagues! Remember that growth mindset that we all work hard to instill in our students and let's work to instill it in ourselves as adult learners.
- MIND THE GAP! This probably should have come first. Learners may have significant differences in terms of needs, home environments, technology access, and the list goes on. Be

mindful of that. Before you rush to judge, pause and try to let your thinking lead with what may be happening in the lives of our students during this time.

Remember, our attitude will determine our altitude. Let's work to encourage and uplift each other.

Step 2: Identification of Student Technology Access at Home

The District is aware that not all students may have access to the computers or internet service that would be needed to facilitate the transition from traditional learning to virtual learning. In response, the District technology team posted a survey for families, that we hope, will allow us to collect data on each student in our District. This information will be placed in a database and will allow us to make decisions on equipment acquisition, and in the interim, determine what paper and pencil learning opportunities might need to be provided to ensure equitable access for students. We also realize that not every family may have seen the survey, or may have had the time to take the survey. As such, we may need your help in ascertaining the needs of the few that do not respond to the survey. Your communication with families may be instrumental in helping the District develop an accurate database. Once we have an accurate count of who needs a device, and what devices are available, families will be contacted about pick up for the device.

The District is also creating a resource page to which families without internet can be directed. There are a number of companies, such as Comcast, that are offering free services during this time and we want to ensure that our families are aware of the opportunities.

Step 3: Communicate with Students and Families

Our communication with families during this time will allow us to answer questions, reassure families of our commitment to their children (even from a distance) and provide the clarity that reduces anxiety. If you see that a student is not logging on for instruction, or is not participating, please reach out to the family. To facilitate that effort we want to provide these helpful tips:

- The District has arranged for a virtual phone number (soft phone) for teachers. This will allow teachers to use District owned technology to communicate with parents and families.
- If you are unsure of an answer to a question, do not hesitate to direct families to the District website. This will ensure that we are as consistent as possible.
- We will be setting up a Google form to collect questions so that we can develop a FAQ and place it on a COVID-19 resource page. We hope this will enable teachers and principals to focus their time on planning, teaching and learning.

Step 4: Development and Implementation of Online Learning Opportunities

Beyond supporting each other, identifying technology needs and communicating with students and families, developing and implementing online learning opportunities for all of our students is one of the most important responsibilities with which we are charged. RSD will be moving into a phase of offering online learning opportunities through *planned instruction* while we continue to offer enrichment and review. This document is not an all expansive document and in an effort to provide as much clarity as is possible, we have divided the development and implementation phase into sections of Elementary, Middle and Secondary for each appropriate building.

Elementary Online Learning

3rd Marking Period

The last day of the third marking period will be April 3, 2020. We anticipate finalizing grades by April 17 to issue third quarter report cards, but that date may change if necessary. As the end of the marking period will have occurred under difficult and extenuating circumstances, teachers will have the latitude to revise 3rd marking period grades. Teachers are encouraged to provide supplemental instruction prior to any re-assessment. We know how difficult the assignment of grades can be following this period of time off. We also realize that some teachers may have had limited opportunities for graded assignments prior to the COVID-19 disruption. Please be flexible, sensitive and supportive and do your best to carefully and accurately assess what students ‘know and are able to do’ before assigning grades. If you are unsure about a grade, take additional time and provide the student with an opportunity to show what they know.

Content & Grade level teams will:

- Work together to be as consistent as possible between grades and between our two elementary buildings. The teams will share responsibility for preparing for planned instruction. Building leaders will work with teachers to assist, if needed, in dividing the labor, to the extent this is helpful. In other words, teachers can create lessons, and we can work with technology to create a method to share them so that everyone is not responsible for creating every lesson.
- Use grade level standards and curriculum documents to identify the most essential skills and strategies that are timely, appropriate, and feasible for this transition of learning environment.
- Work together to develop “Learning Maps” (see below for more information) that will include the essential learning targets for the quarter. Assignments will be posted and the District can support in copying and mailing these to students who may not have access at home, such as self stamped return envelopes. Once returned, the District will take all needed precautions to have someone scan the work into the computer and route it to the appropriate teacher, if needed.
- Principals will continue to hold department meetings at least once per week to align expectations and create clarity for learning of the same content across multiple sections, and elementary principals will coordinate between buildings for consistency.

Individual teachers will:

- collaborate with colleagues
- communicate with families
- engage in professional learning
- offer “Office Hours” (see below for more information)
- provide feedback to students on work submitted electronically
- monitor attendance

“RSD Learning Maps” will be the basis of Planned Instruction and will be created for grades K-4 to include the following per day per period:

1. K-4 Wonders Reading Instruction (20-30 minutes) and K-2 Heggerty Instruction (20-30)
2. Eureka Math instruction (20-30 minutes)
3. Writing instruction (20-30 minutes)
4. Science or Social Studies instruction (20-30 minutes)
5. Itinerant (20-30 minutes)

Itinerant (Art, Music, PE, STEM/Computer and Library) Teachers – Teachers will provide direct instruction and activities in which students can engage. These subjects are an important part of schools, and life in general. There are some amazing things happening in the related courses. Building leaders will assist in helping to schedule these at times that do not overlap with other instruction. Examples include – demonstration of physical fitness activities, demonstration of art projects, demonstration of music lessons or music participation opportunities, social-emotional learning groups, mindfulness activities, etc. IU1 has a number of online resources available for art, music, and STEM.

- Art & Music
 - [Carnegie Library at Home](#) has art and music collections and resources for teachers
 - [Google Arts and Culture](#) has virtual tours and collections from museums
 - The National Gallery has an app for i-pads or you can email classroom@nga.gov to request a file to download (<https://www.nga.gov/education/kids.html>)
 - [Chicago Arts Partnership in Education](#) has online resources
- PE - [Open Online Physical Education Network](#) has ideas and resources.
- STEM/Computer - [Code.org](#) is free and [CodeSparkAcademy](#) offers 3 free months using the code “schoolclosed”

RSD Learning Maps - All students will access the “RSD Learning Maps” electronically via Google Classroom or through paper format. We will work together to ensure that everyone who wishes to participate in the creation, can do so. In addition to the “Learning Maps,” supplemental activities in the form of enrichment and review can also be provided to students to include:

- Utilize online resources for Wonders and Heggerty to support reading instruction.
- Eureka Math curriculum is available online.

- Consider the use of pre-recorded lessons such as Interactive Read Alouds, LA activities, math demonstrations, etc. to support the new learning/direct instruction.
- Plan for synchronous lessons with students aimed at scaffolding, or providing re-teaching.
- Differentiate activities to meet individual needs.

Office Hours - Teachers will need to communicate times when they can be available to students for immediate feedback and to answer questions. Each teacher will hold a minimum of 60 minutes of office hours each day, with 30 minutes in the morning and 30 minutes in the afternoon. Office hours should be held in a live format (Zoom, Google Meet/Hangout). All teachers are required to post their hours in Google Classroom. Teachers should also post their daily schedule in Google Classroom and should include any additional times/opportunities for students to schedule appointments with teachers. If families/students cannot attend your office hours, please try your best to accommodate their needs. You've been just incredible in your efforts to date, and we thank you for that. Please coordinate with your colleagues to reduce overlapping times when possible. Principals will review the times to ensure that overlap occurs in a way that does not limit parent contact.

Accountability and Grading

While flexibility is fundamental to the success of our transition to online learning, accountability and grading are now required to ensure the best learning outcomes for our students. Teachers are encouraged to return to grading practices that are as consistent as possible with their face-to-face practices. Teachers will continue to maintain grades in our student management system, MMS, although the quantity of graded work will necessarily be less than in previous grading periods.

- Credit and grades will be awarded to students as planned in the program of studies.
- If students are struggling to complete work or show attendance, communications to the families should be both prompt and caring. We may not know what constraints families are facing and why they may not be attending.

Special Education Teachers –

Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. Special Education teachers will deliver core, direct instruction, just as are general education teachers. Special Education Teachers shall provide activities as they would for each individual based on the goals outlined in the IEP.

Please continue to connect with families as needed for your caseload, and we must continue to meet deadlines for re-evaluation and all other timelines as is required by Chapter 14 and 16. The same is true for Chapter 15, though it is not under the auspices of Special Education. It is critical that we document our efforts in detail during this time. We will continue to provide special education teachers with additional information as we move through this learning journey.

Related Services - We will be working to provide related services virtually, to the extent possible. Sessions should be scheduled and held so that we maintain compliance.

ELD Teacher - IU1 services for English Language students will continue to use i-Ready, with lessons focusing on areas of need, as well as using resources from Readinga-z for elementary students through Google Classroom. The EL teacher will support students in content areas as needed and work with classroom/content teachers to assist ELs with online learning.

School Counselors - During this time, counselors are expected to work through the course selection and the scheduling process. Counselors will continue to be available for students and families to provide social and emotional support. If Counselors were maintaining groups, or meeting with students, those meetings should continue through virtual/telephonic means. Counselors should take reasonable efforts to address privacy concerns.

Reading Specialist – Your assistance will be critical to students who are developing readers. Reading support teachers will schedule small group sessions via Zoom/Google classroom/Google meet. These schedules should be coordinated carefully with classroom teachers and special education teachers. Reading support teachers should also keep a log (calendar appointments will work) of all students supported. Call individual students to offer support as needed.

Middle School Education Plan



Ringgold School District is committed to making every effort to establish continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. In order to do this, several steps have already taken place and others will continue to take place during this week of March 23rd, 2020 in order to resume required learning on April 1, 2020.

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- Expect trial...and plenty of error! We are more than silos of isolated educators. No amount of social distancing can change the fact that the RSD family is a committed group of professionals that are on a learning journey. That journey will include all that we know is characteristic of the learning process, direct instruction, group work, approximation, etc. We will learn together what works, and what doesn't!
- Acknowledge the EXTRAORDINARY! Give yourself time and permission to digest all that is occurring. Let yourself experience this once in a lifetime moment in education. Don't be shy! Ask questions. And more importantly, when you see your colleague doing something
- EXTRAORDINARY, shout it out. Share it with your teams, let your principals know, tweet it out! Success breeds success!
- REDUCE the workload for yourself and your students! We are expecting that you will cover *less* material than you would in a traditional setting. We ask that you focus on what is *most essential*. Do your best and focus on quality over quantity. We trust your judgment, and principals and building leaders are expecting and will welcome your questions.
- Believe in yourself and your colleagues! Remember that growth mindset that we all work hard to instill in our students and let's work to instill it in ourselves as adult learners.
- MIND THE GAP! This probably should have come first. Learners may have significant differences in terms of needs, home environments, technology access, and the list goes on. Be

mindful of that. Before you rush to judge, pause and try to let your thinking lead with what may be happening in the lives of our students during this time.

Remember, our attitude will determine our altitude. Let's work to encourage and uplift each other.

Step 2: Identification of Student Technology Access at Home

The District is aware that not all students may have access to the computers or internet service that would be needed to facilitate the transition from traditional learning to virtual learning. In response, the District technology team posted a survey for families, that we hope, will allow us to collect data on each student in our District. This information will be placed in a database and will allow us to make decisions on equipment acquisition, and in the interim, determine what paper and pencil learning opportunities might need to be provided to ensure equitable access for students. We also realize that not every family may have seen the survey, or may have had the time to take the survey. As such, we may need your help in ascertaining the needs of the few that do not respond to the survey. Your communication with families may be instrumental in helping the District develop an accurate database. Once we have an accurate count of who needs a device, and what devices are available, families will be contacted about pick up for the device.

The District is also creating a resource page to which families without internet can be directed. There are a number of companies, such as Comcast, that are offering free services during this time and we want to ensure that our families are aware of the opportunities.

Step 3: Communicate with Students and Families

Our communication with families during this time will allow us to answer questions, reassure families of our commitment to their children (even from a distance) and provide the clarity that reduces anxiety. If you see that a student is not logging on for instruction, or is not participating, please reach out to the family. To facilitate that effort we want to provide these helpful tips:

- The District has created a virtual phone number (soft phone) for teachers that allows teachers to contact families using District owned technology.
- If you are unsure of an answer to a question, do not hesitate to direct families to the District website. This will ensure that we are as consistent as possible.
- We will be setting up a Google form to collect questions so that we can develop a FAQ and place it on a COVID-19 resource page. We hope this will enable teachers and principals to focus their time on planning, teaching and learning.

Step 4: Development and Implementation of Online Learning Opportunities

Beyond supporting each other, identifying technology needs and communicating with students and families, developing and implementing online learning opportunities for all of our students is one of the most important responsibilities with which we are charged. RSD will be moving into a phase of offering online learning opportunities through *planned instruction* while we continue to offer enrichment and review. This document is not an all expansive document and in an effort to provide as much clarity as is possible, we have divided the development and implementation phase into sections of Elementary, Middle and Secondary for each appropriate building.

Secondary Online Learning

3rd Marking Period

The last day of the third marking period will be April 3, 2020. We anticipate finalizing grades by April 17 to issue third quarter report cards, but that date may change if necessary. As the end of the marking period will have occurred under difficult and extenuating circumstances, teachers will have the latitude to revise 3rd marking period grades. Teachers are encouraged to provide supplemental instruction prior to any re-assessment. We know how difficult the assignment of grades can be following this period of time off. We also realize that some teachers may have had limited opportunities for graded assignments prior to the COVID-19 disruption. Please be flexible, sensitive and supportive and do your best to carefully and accurately assess what students ‘know and are able to do’ before assigning grades. If you are unsure about a grade, take additional time and provide the student with an opportunity to show what they know.

Individual teachers will:

- collaborate with colleagues
- communicate with families
- engage in professional learning
- offer “Office Hours” (see below for more information)
- provide feedback to students on work submitted electronically
- monitor attendance

Office Hours - Teachers will need to communicate times when they can be available to students for immediate feedback and to answer questions. Each teacher will hold a minimum of 60 minutes of office hours each day, with 30 minutes in the morning and 30 minutes in the afternoon. Office hours should be held in a live format (Zoom, Google Meet/Hangout). All teachers are required to post their hours in Google Classroom. Teachers should also post their daily schedule in Google Classroom and should include any additional times/opportunities for students to schedule appointments with teachers. If families/students cannot attend your office hours, please try your best to accommodate their needs. You’ve been just incredible in your efforts to date, and we thank you for that. Please coordinate with your colleagues to reduce overlapping times when possible. Principals will review the times to ensure that overlap occurs in a way that does not limit parent contact.

Secondary Planned Instruction Guidelines

Teachers will be expected to prepare lessons that approximate the experience that would otherwise be occurring in person and that include the same core components you would plan for in any modality of learning:

- Complete a simple lesson plan that includes the objective, procedure & assessment.
- Plan/post your content for the week and allow students to complete work by the following Monday.
- Feedback for learning using any of the tools that would best support students.
- It is permissible to require work to be completed and count towards a student's grade. Work provided to students that will be graded, however, must include an opportunity for students who do not have technology access the means and time to complete it via paper and pencil.
- Provisions are being made to have the work returned to District Office, where it will be scanned to the appropriate teacher. To that end, please place your teacher email address in the footer of documents so that those doing the scanning can ensure it is sent to the correct teacher.
- *Any lessons that are provided live should also be recorded, posted, and students should have these links.* This will ensure that students who require repetition, or need to see the lesson again, can do so. This will also allow Special Education teachers to look at the lessons and assist students with disabilities. At this time, we cannot expect students or families to always be available during school hours. We understand that: families may also be working from home and cannot help students when a Zoom call or lesson is scheduled; teachers themselves may be trying to care for young children; and students may have to watch younger siblings so families can work. Recording lessons provide flexibility that will help us all.
- New learning that will be done synchronously must include a notification to students of this opportunity at least 24 hours in advance of the scheduled meeting. Building leaders will assist in the development of fixed schedules for synchronous learning. Remember, students benefit from having a schedule.
- Any synchronous new learning sessions will need to be recorded either through Zoom or Google Meet/Hangout.

Accountability and Grading

While flexibility is fundamental to the success of our transition to online learning, accountability and grading are now required to ensure the best learning outcomes for our students. Teachers are encouraged to return to grading practices that are as consistent as possible with their face-to-face practices. Teachers will continue to maintain grades in our student management system, MMS, although the quantity of graded work will necessarily be less than in previous grading periods.

- Credit and grades will be awarded to students as planned in the program of studies.
- If students are struggling to complete work or show attendance, communications to the families should be both prompt and caring. We may not know what constraints families are facing and why they may not be attending.

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Please continue to connect with families as needed for your caseload, and we must continue to meet deadlines for re-evaluation and all other timelines as is required by Chapter 14 and 16. The same is true for Chapter 15, though it is not under the auspices of Special Education. It is critical that we document our efforts in detail during this time. We will continue to provide special education teachers with additional information as we move through this learning journey.

Related Services - We will be working to provide related services virtually, to the extent possible. Sessions should be scheduled and held so that we maintain compliance.

ELD Teacher - IU1 services for English Language students will continue to use i-Ready, with lessons focusing on areas of need, as well as using resources from Scholastic Action for secondary students through Google Classroom. The EL teacher will support students in content areas as needed and work with classroom/content teachers to assist ELs with online learning.

School Counselors - During this time, counselors are expected to work through the course selection and the scheduling process. Counselors will continue to be available for students and families to provide social and emotional support. If Counselors were maintaining groups, or meeting with students, those meetings should continue through virtual/telephonic means. Counselors should take reasonable efforts to address privacy concerns.

MS - Specific Information

All teachers will plan for their courses according to their assigned schedules Monday through Friday.

Principals will continue to hold department meetings at least once per week to align expectations and create clarity for learning of the same course across multiple sections.

High School Education Plan



Ringgold School District is committed to making every effort to establish continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. In order to do this, several steps have already taken place and others will continue to take place during this week of March 23rd, 2020 in order to resume required learning on April 1, 2020.

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- We will be setting up a Google form to collect questions so that we can develop a FAQ and place it on a COVID-19 resource page. We hope this will enable teachers and principals to focus their time on planning, teaching and learning.

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Secondary Online Learning

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HS - Specific Information

All teachers will plan for their courses according to their assigned schedules Monday through Friday.

Principals will continue to hold department meetings at least once per week to align expectations and create clarity for learning of the same course across multiple sections.

Exhibit E

Administrator Guidance



Ringgold School District is committed to making every effort to establish continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. In order to do this, several steps have already taken place and others will continue to take place during this week of March 23rd, 2020 in order to resume required learning on April 1, 2020.

Step 1: Support Each Other: We're ALL in this TOGETHER!

The first and most important step of this process is to remember that WE ARE ALL IN THIS TOGETHER! As we navigate these uncharted waters together we want to refer everyone to the article, ["Teaching Through a Pandemic: A Mindset for the Moment"](#). The article gives several important reminders that are worth mentioning:

- Expect trial...and plenty of error! We are more than silos of isolated educators. No amount of social distancing can change the fact that the RSD family is a committed group of professionals that are on a learning journey. That journey will include all that we know is characteristic of the learning process, direct instruction, group work, approximation, etc. We will learn together what works, and what doesn't!
- Acknowledge the EXTRAORDINARY! Give yourself time and permission to digest all that is occurring. Let yourself experience this once in a lifetime moment in education. Don't be shy! Ask questions. And more importantly, when you see your colleague doing something EXTRAORDINARY, shout it out. Share it with your teams, let your principals know, tweet it out! Success breeds success!
- REDUCE the workload for yourself and your students! We are expecting that you will cover *less* material than you would in a traditional setting. We ask that you focus on what is *most essential*. Do your best and focus on quality over quantity. We trust your judgment, and Central Office leaders are expecting and will welcome your questions.
- Believe in yourself and your colleagues! Remember that growth mindset that we all work hard to instill in our students and let's work to instill it in ourselves as adult learners.
- MIND THE GAP! This probably should have come first. Learners may have significant differences in terms of needs, home environments, technology access, and the list goes on. Be

mindful of that. Before you rush to judge, pause and try to let your thinking lead with what may be happening in the lives of our students during this time.

Remember, our attitude will determine our altitude. Let's work to encourage and uplift each other.

Step 2: Identification of Student Technology Access at Home

The District is aware that not all students may have access to the computers or internet service that would be needed to facilitate the transition from traditional learning to virtual learning. In response, the District technology team posted a survey for families, that we hope, will allow us to collect data on each student in our District. This information will be placed in a database and will allow us to make decisions on equipment acquisition, and in the interim, determine what paper and pencil learning opportunities might need to be provided to ensure equitable access for students. We also realize that not every family may have seen the survey, or may have had the time to take the survey. As such, we may need your help in ascertaining the needs of the few that do not respond to the survey. Your communication with families may be instrumental in helping the District develop an accurate database. Once we have an accurate count of who needs a device, and what devices are available, families will be contacted about pick-up for the device.

The District is also creating a resource page that can be provided to families without internet access. There are a number of companies, such as Comcast, that are offering free services during this time and we want to ensure that our families are aware of the opportunities.

Step 3: Communicate with Students and Families

Our communication with families during this time will allow us to answer questions, reassure families of our commitment to their children (even from a distance) and provide the clarity that reduces anxiety. If you see that a student is not logging on for instruction, or is not participating, please reach out to the family. To facilitate that effort we want to provide these helpful tips:

- Our technology team has established a 'soft phone' that will allow Administrators to communicate with families from the District assigned phone extensions.
- If you are unsure of an answer to a question, do not hesitate to direct people seeking information to the District website. Administrators should also seek guidance from Central Office and then relay the information to staff, students and families.
- We will be setting up a Google form to collect questions so that we can develop a FAQ and place it on a resource page. We hope this will enable principals to focus their time on planning, scheduling, teaching and learning.

Step 4: Development and Implementation of Online Learning Opportunities

Beyond supporting each other, identifying technology needs and communicating with students and families, developing and implementing online learning opportunities for all of our students is one of the most important responsibilities with which we are charged. RSD will be moving into a phase of offering online learning opportunities through *planned instruction* while we continue to offer enrichment and review. This document is not an all expansive document and in ‘times of emergency’ will change based on the circumstances by which policy 805 is triggered.

Online Learning

Marking Periods

Marking periods may change during ‘times of emergency’. In instances where this is required, Administrators should encourage teachers to provide supplemental instruction prior to any re-assessment. We know how difficult the assignment of grades can be following periods of time off. It is also understood that some teachers may have had limited opportunities for graded assignments prior to any period of disruption. Administrators should encourage teachers to be flexible, sensitive and supportive and to do their best to carefully and accurately assess what students ‘know and are able to do’ before assigning grades.

Individual administrators will:

- Collaborate with colleagues.
- Communicate with families.
- Engage in professional learning.
- Offer "Office Hours" (see below for more information).
- Provide feedback and guidance to teachers.
- Monitor attendance and academic progress during 'times of emergency'.

Office Hours - Administrators will need to communicate times when they can be available to teachers for immediate feedback and to answer questions. Office hours should be held in a live format (Zoom, Google Meet/Hangout). Administrators will make ensure that teachers are aware of their availability and will ensure that teachers also post their daily schedule in Google Classroom. The building leadership in at the RSD is a critical component to the effective and efficient operations of the schools and is to be commended for their efforts in times of emergency.

Accountability and Grading Oversight

While flexibility is fundamental to the success of our transition to online learning, accountability and grading are required to ensure the best learning outcomes for our students. Administrators will inform teachers as to any changes that will occur in grading practices. Administrators will ensure that teachers continue to maintain grades in the RSD student management system, MMS, although the quantity of graded work will necessarily be less than in previous grading periods.

- Credit and grades will be awarded to students as planned in the program of studies.
- If students are struggling to complete work or show attendance, communications to the families should be both prompt and caring. We may not know what constraints families are facing and why they may not be attending.

Special Education Oversight–

Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. Special Education teachers will deliver core, direct instruction, just as are general education teachers. Special Education Teachers shall provide activities as they would for each individual based on the goals outlined in the IEP.

Administrators will ensure that teachers and related service providers continue to connect with families as needed for their caseload. Deadlines for re-evaluation and all other timelines as is required by Chapter 14 and 16 must continue to be met. The same is true for Chapter 15, though it is not under the auspices of Special Education. It is critical that efforts be documented in detail during this time.

Related Services - We will be working to provide related services virtually, to the extent possible. Sessions should be scheduled and held so that we maintain compliance.

ELD Teacher - IU1 services for English Language students will continue to use i-Ready, with lessons focusing on areas of need, as well as using resources from Scholastic Action for secondary students through Google Classroom. Administrators will ensure that EL teachers support students in content areas as needed and work with classroom/content teachers to assist ELs with online learning.

School Counselors - During this time, counselors are expected to work through the course selection and the scheduling process. Counselors will continue to be available for students and families to provide social and emotional support. If Counselors were maintaining groups, or meeting with students, those meetings should continue through virtual/telephonic means. Counselors should take reasonable efforts to address privacy concerns.

Exhibit F

Paraprofessional/ Support Staff Guidance



Ringgold School District is committed to making every effort to establish continuity of educational experiences during this time of extended closure. Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. In order to do this, several steps have already taken place and others will continue to take place during this week of March 23rd, 2020 in order to resume required learning on April 1, 2020.

Step 1: Support Each Other: We're ALL in this TOGETHER!

The first and most important step of this process is to remember that WE ARE ALL IN THIS TOGETHER! As we navigate these uncharted waters together we want to refer everyone to the article, ["Teaching Through a Pandemic: A Mindset for the Moment"](#). The article gives several important reminders that are worth mentioning:

- Expect trial...and plenty of error! We are more than silos of isolated educators. No amount of social distancing can change the fact that the RSD family is a committed group of professionals that are on a learning journey. That journey will include all that we know is characteristic of the learning process, direct instruction, group work, approximation, etc. We will learn together what works, and what doesn't!
- Acknowledge the EXTRAORDINARY! Give yourself time and permission to digest all that is occurring. Let yourself experience this once in a lifetime moment in education. Don't be shy! Ask questions. And more importantly, when you see your colleague doing something EXTRAORDINARY, shout it out. Share it with your co-workers, let your principals know, Success breeds success!
- REDUCE the workload for yourself and your students! We ask that you focus on what is *most essential*. Do your best and focus on quality over quantity. Your principals and building leaders are expecting and will welcome your questions.
- Believe in yourself and your colleagues! Remember that growth mindset that we all work hard to instill in our students and let's work to instill it in ourselves as adult learners.
- MIND THE GAP! This probably should have come first. Learners may have significant differences in terms of needs, home environments, technology access, and the list goes on. Be

mindful of that. Before you rush to judge, pause and try to let your thinking lead with what may be happening in the lives of our students during this time.

Remember, our attitude will determine our altitude. Let's work to encourage and uplift each other.

Step 2: Identification of Student Technology Access at Home

The District is aware that not all students may have access to the computers or internet service that would be needed to facilitate the transition from traditional learning to virtual learning. In response, the District technology team posted a survey for families, that we hope, will allow us to collect data on each student in our District. This information will be placed in a database and will allow us to make decisions on equipment acquisition, and in the interim, determine what paper and pencil learning opportunities might need to be provided to ensure equitable access for students. We also realize that not every family may have seen the survey, or may have had the time to take the survey. As such, we may need your help in ascertaining the needs of the few that do not respond to the survey. Your communication with families may be instrumental in helping the District develop an accurate database. Once we have an accurate count of who needs a device, and what devices are available, families will be contacted about pick up for the device.

The District is also creating a resource page to which families without internet can be directed. There are a number of companies, such as Comcast, that are offering free services during this time and we want to ensure that our families are aware of the opportunities.

Step 3: Communicate with Students and Families

Our communication with families during this time will allow us to answer questions, reassure families of our commitment to their children (even from a distance) and provide the clarity that reduces anxiety. If you see that a student is not logging on for instruction, or is not participating, please reach out to the teachers and principals first and then at their direction to the family. To facilitate that effort we want to provide these helpful tips:

- The District has created virtual phone numbers for staff so that staff may communicate, as needed, through District phone numbers.
- If you are unsure of an answer to a question, do not hesitate to direct families to the District website. This will ensure that we are as consistent as possible.
- We will be setting up a Google form to collect questions so that we can develop a FAQ and place it on a COVID-19 resource page. We hope this will enable staff, teachers and principals to focus their time on planning, teaching and learning.

Step 4: Development and Implementation of Online Learning Opportunities

Beyond supporting each other, identifying technology needs and communicating with students and families, developing and implementing online learning opportunities for all of our students is one of the most important responsibilities with which we are charged. RSD is offering online learning opportunities through *planned instruction* while we continue to offer enrichment and review. This document is not an all expansive document but is an effort to provide as much clarity as possible

Online Learning

3rd Marking Period

The last day of the third marking period was April 3, 2020. We anticipate finalizing grades by April 17 to issue third quarter report cards, but that date may change if necessary. As the end of the marking period will have occurred under difficult and extenuating circumstances, teachers will have the latitude to revise 3rd marking period grades. Teachers are being encouraged to provide supplemental instruction prior to any re-assessment. This means that they may request your assistance in helping student review and complete assignments. Please be flexible, sensitive and supportive and do your best to encourage students to complete their work.

Paraprofessional staff will:

Work directly with teachers and students to provide support to assist students in completing the coursework. Second, paras/aides will then relay the following information back to the IEP-holding teacher at least once per week:

- Track student progress in all courses.
- Relay and concerns the student has displayed or expressed.
- Relay any interventions used to assist students with completing their coursework.
- Relay any other relevant information the teacher has asked for assistance in obtaining.
- Collaborate with colleagues
- Communicate with families as directed by teachers or principals
- Engage in professional learning about new technology

Special Education Support Staff –

Our goal is to provide appropriate and reasonable instruction, through a good faith effort, to make things as equitable as possible for all of our learners. Special Education teachers will deliver core, direct instruction, just as are general education teachers. Special Education Teachers shall provide activities as they would for each individual based on the goals outlined in the IEP.

Please continue to connect with families as directed by teachers and principals. Your work in assisting students is critically important during this time.

Related Services - We will be working to provide related services virtually, to the extent possible. Sessions should be scheduled and held so that we maintain compliance.

ELD Teacher - IU1 services for English Language students will continue to use i-Ready, with lessons focusing on areas of need, as well as using resources from Readinga-z for elementary students through Google Classroom. The EL teacher will support students in content areas as needed and work with classroom/content teachers to assist ELs with online learning.

School Counselors - Counselors will continue to be available for students and families to provide social and emotional support. If you become aware of a student need, please inform your collaborating teacher and the counselor, if needed.

Exhibit G



Step 1: Return to Classes and Instruction

We are excited to have you return to school virtually/online. Teachers met virtually/online on Friday and are meeting virtually again on Monday and Tuesday. During these meetings Monday and Tuesday, they will continue in their preparation for delivering new instruction that will begin on Wednesday, April 1st. Beginning April 1st, elementary school students will begin online/virtual instruction/classes with their teachers. New material that includes teacher instruction and assignments will be posted on the teacher's Google Classroom page. All schoolwork will be provided on a weekly basis, and students are expected to complete their schoolwork within the assigned time frame. For planning purposes, students should expect to spend as much time per week on their coursework as they would in the traditional classroom. Students will be required to sign into the student attendance form daily beginning April 1, 2020.

Step #2: Wrap up your work from the 3rd Marking Period

The 3rd marking period was set to conclude on March 23, 2020. Because of the recent events and State mandated closure of schools, we have extended the marking period. It will now end on April 3, 2020. This will give students more time and an opportunity to complete any outstanding assignments. Students, this means if you owe assignments, you need to speak to your teachers, complete the work and resolve any outstanding issues quickly. The fourth marking period will begin on April 6, 2020.

Step #3: Know and follow the expectations in online/virtual schooling.

Just as was true when you attended school in person, it is important that you know and follow the expectations in virtual/online schooling. Doing so will only increase your success.

- **Students are expected to attend classes and attendance matters!** Beginning April 1st, students will be required to attend virtual classes with teachers. Teachers will post assignments via Google Classroom. Teachers will be taking attendance regularly. It is very important that we can affirm that students are attending virtual classes, receiving instruction, and completing assignments. If students do not attend classes and complete assignments, the District will not have any information upon which students can, in good faith, be recommended for promotion to the next grade level. If you have any questions regarding attendance, please contact:
 - **RESN:** Angela Guerreri, Secretary aguerreri@ringgold.org
 - **RESS:** Tracy Hutton, Secretary thutton@ringgold.org
- **Assignments will be graded.** Assignments will be graded and assessments will be given just as they were when you physically attended schools. Your teachers will explain their expectations to you for their class, and they will record grades in MMS just as they did when you attended school in person.
- **Will students be promoted to the next grade for the 2020-2021 school year?** Teachers have carefully reviewed the curriculum framework documents and will adjust instruction so students will be prepared to advance to the next grade level. However, in order for that to happen, students must attend their assigned classes and complete their required work for the remainder of the year (whether that is virtual/online, or if we physically return to school at some point).

Step #4: Communicate!

Just as it was when you attended school in person, communicating with your teachers is an important part of your success in school. Do your part, work hard, keep connected with your teachers. Doing so will result in a smooth transition to virtual/online school.

- **How do I communicate with my teacher?** Your teachers want and need to see you in class. They are here to assist you. Teachers check email regularly (though they may not be able to check at every moment of the day because they are teaching other classes in addition to yours). Teachers will also be holding 'office hours' and you can meet with them virtually during their office hours, or via telephone, at times arranged with the teacher. In addition, you can post academic questions on your teacher's Google Classroom.
- **Communication with Counselors:** Your counselor will be holding office hours and can also be reached through email and via telephone appointments. Counselors will continue to hold small group sessions and are available to meet virtually with students.
 - **RESN:** Tanya Hodge, Counselor thodge@ringgold.org
 - **RESS:** Tamera Ference, Counselor K-2 tference@ringgold.org
Jamie Andrews, Counselor 3-4 jandrews@ringgold.org
- **Communication with Principals:** Your principals and assistant principals will be available, should you need them. Because they are supporting your teachers, attending meetings virtually, and continuing to work to ensure your success, the easiest way to contact your principal or assistant principals is through email. Just like when you attended school in person, if you have questions about your classwork or classes, it's always a good idea to start by talking to your teacher. If you cannot resolve the issue, speaking with your guidance counselor can often be helpful. We do know that there are other reasons for which you may need to speak to your building administration and they are here for you and look forward to connecting with you.
 - **RESN:** Ross Ference, Principal rference@ringgold.org
Kelli Dellarose, Asst Principal kdellarose@ringgold.org
 - **RESS:** Kelly Sherbondy, Principal ksherbondy@ringgold.org
Ashli Gilbert, Asst Principal agilbert@ringgold.org

Other Important Information and frequently asked questions:

- **What about other events we had planned, like field trips, fun days, or graduations (K and Grade 4)?**
At this time we have not cancelled any of our traditional and important school events that occur at the end of the year. We know how important these are to you as students, and they are important to your teachers and administrators as well. Our goal is to be able to hold as many of these events as possible, and yet, we know that some of what occurs will be dependent on the rules and guidelines the Governor and Department of Education issue for schools and families. We will keep you informed as we move forward.
- **What if I am having an issue with my laptop?** You can call our help desk at (724)997-5230 between 8:30 AM and 3:30 PM or email rsdhelpdesk@ringgold.org. Our technology department is working hard to assist and handle the many calls and emails that they are receiving. Please be patient and they will get back to you.

- **What about the PSSA testing?**

The PSSA testing has been cancelled.

- **What will be the last day of school for students?** At this point, with the information provided to us by the Governor and Department of Education, the School District still expects the last day of school to be May 29, 2020. This is subject to change pending future developments and/or guidance.



Step #1: Return to Classes and Instruction

Teachers are taking time again on Monday and Tuesday to continue in their preparation for delivering new instruction that will begin on Wednesday, April 1st. Beginning April 1st, students will begin virtual/online classes with their teachers. Per the new class schedule, students should sign into their classes in the timeframes listed. Should you not be able to sign into your class during the scheduled timeframe, please email your teacher to explain. Students will receive instruction and assignments via the Google Classroom during the assigned class period. Students are expected to complete their schoolwork and teachers will provide information about when assignments will be due. It will be important that students attend their classes through Google Classroom so that they receive teacher instruction and receive information about their assignments.

The schedule is as follows:

RHS Schedule	
8:00 - 9:30	Teacher Plan
9:30 - 10:00	AM office hours
10:00 - 10:30	Period 1
10:30 - 11:00	Period 2
11:00 - 11:30	Period 3
11:30 - 12:00	Period 4
12:00 - 12:30	Lunch
12:30 - 1:00	Period 6
1:00 - 1:30	Period 8
1:30 - 2:00	Period 10
2:00 - 2:30	Period 11
2:30 - 3:00	PM office hours

Step #2: Wrap Up Your Work from the 3rd Marking Period

The 3rd marking period was set to conclude on March 23rd. Because of the recent events and State mandated closure of schools, we've extended the marking period and it will now end on April 3rd. This will give students more time and an opportunity to complete any assignments that may be outstanding. Students, this means if you owe assignments, you need to speak to your teachers, complete the work and resolve any outstanding issues quickly. The fourth marking period will begin on April 6th as will all fourth quarter classes.

Step #3: Know and Follow the Expectations in Virtual/Online Schooling

Just as was true when you attended school in person, it is important that you know and follow the expectations in virtual/online schooling. Doing so will only increase your success.

- **Students are expected to attend classes and attendance matters!** Starting April 1st, students will be required to check in daily with teachers and access assignments via Google Classroom. Attendance will be taken regularly. It is very important that we can affirm that students are attending virtual classes, receiving instruction, and completing assignments. If students do not attend classes, we cannot in good faith, issue course credit. Remember your daily attendance is taken daily through a Google document each morning just as we did for our flexible instruction days.
- **Ringgold Cyber and Youth Empowering Success students.** Students completing classes on Lincoln Learning should continue to access their assigned courses via the internet. As always, if you have questions about your classwork or classes, it is always a good idea to start by talking to your teacher. If you cannot resolve the issue, speaking to your guidance counselor can often be helpful.
- **Assignments will be graded.** Assignments will be graded and assessments will be given just as they were when you physically attended schools. Your teachers will explain their expectations to you for their class, and they will record grades in MMS just as they did when you attended school in person.
- **Will students earn full course credits for this year?** The District plans to award course credits for work completion so seniors can graduate on time, and underclassmen can matriculate on time. However, in order for that to happen, students must attend their assigned classes and complete their required work for the remainder of the year (whether that is virtual/online, or if we physically return to school at some point).
- **What will be the last day of school for students?** The District expects the last day of school to remain May 29, 2020 unless otherwise directed by the Department of Education. Please continue to check the District website for updates.

Step #4: Communicate!

Just as it was when you attended school in person, communicating with your teachers is an important part of your success in school. Do your part, work hard, and keep connected with your teachers. Doing so will result in a smooth transition to virtual/online school.

- **How do I communicate with my teacher?** Your teachers want and need to see you in class and are here to assist you. Teachers check email regularly (though they may not be able to check at every moment of the day because they are teaching other classes in addition to yours). Teachers will also be holding 'office hours' and you can meet with them virtually during their office hours, or via telephone, at times arranged with the teacher.

- **Communication with Counselors:** Your counselor will be holding office hours and can be reached through email or via telephone appointments. Just as was the case when you physically attended school, plan counselor visits around your school classes. If you need to miss class to speak to a counselor, please get permission from your teacher. (See that, some things are the same whether attending school physically or virtually!)
- **Communication with Principals:** Your principals and assistant principals will be available, should you need them. Because they are supporting teachers, attending meetings virtually, and continuing to work to ensure your success, the easiest way to contact your principal or assistant principals is through email. As always, if you have questions about your classwork or classes, it is always a good idea to start by talking to your teacher. If you cannot resolve the issue, speaking to your guidance counselor can often be helpful. We do know that there may be other reasons for which you may need to speak to your building administration and they are here for you and look forward to connecting with you.

Other Important Information and Frequently Asked Questions

- **What about athletics and events we had planned, like the prom?** At this time we have not cancelled any of our traditional and important high school events that occur at the end of the year. We know how important these are to you as students, and they are important to your teachers and administrators as well. Our goal is to be able to hold as many of these events as possible. Yet, we know that some of what occurs will be dependent on the rules and guidelines the Governor and Department of Education issue for schools and families. We will keep you informed as we move forward.
- **What if I am currently enrolled in the Mon Valley Career & Technical Center program?** The technical school is working in conjunction with our School District and in the best interests of our students. They are cancelling standardized testing for students in career and technical education (CTE) programs for the 2019-20 school year. These include exams from the National Occupational Competency Testing Institute (NOCTI) and National Institute of Metalworking Skills (NIMS). If you are having any difficulties, there are supports located on the Mon Valley Career & Technology Center's main page of their website or you can dial **724-489-9581** to leave a message and they will get back to you as soon as possible.
- **What if I am a senior and I still need to provide my college or future employer with transcripts or other information?** Our counselors will be working and will continue to support you as always. They care deeply about your future and are committed to help you just as they did when you attended school in person. Do not hesitate to reach out to your counselor if you have questions or need assistance. Many colleges and universities across the country are going through this experience just like we are and they understand the constraints schools are facing.
- **What if I am having an issue with my laptop?** You can call our help desk at (724) 997-5230 between 8:30 AM and 3:30 PM or email rsdhelpdesk@ringgold.org. Our technology department is working hard to assist and handle the many calls and emails they are receiving. Please be patient and they will get back to you as soon as possible.
- **What about the Keystone Exams (KE), the annual state assessments given in Biology, Algebra, and Literature?** The Keystone Exams have been cancelled for this year. We do not yet

have specifics about how this cancellation will affect future graduation requirements for students in 9th and 10th grades. As soon as we receive information about the future graduation requirements, we will share them with you and your parents.

- **What about AP exams?** The College Board has been working on an alternative plan to deliver AP tests this year and will communicate those plans directly with students and teachers very soon. Students who signed up to take an AP exam should keep a close eye on email. When in doubt, contact your teacher(s) and guidance counselor.



Step 1: Return to Classes and Instruction

We are excited to have you return to school virtually/online. Teachers met virtually/online on Friday and are meeting virtually again on Monday and Tuesday. During their virtual meetings Monday and Tuesday, they will continue in their preparation for delivering new instruction that will begin on Wednesday, April 1st. Beginning April 1st, middle school students will begin online/virtual instruction/classes with their teachers. New material including resources and assignments will be provided for students on a weekly basis. For planning purposes, students should expect to spend as much time per week on their coursework as they would in the traditional classroom. Beginning April 1, 2020, students will begin receiving new instruction via Google Classroom. All schoolwork will be provided on a weekly basis and students are expected to complete their schoolwork within the assigned timeframe. It will be important that students attend their classes through Google Classroom to properly receive teacher instruction and information about assignments. Students will be required to sign into the student attendance form daily beginning April 1, 2020.

Step #2: Wrap up your work from the 3rd Marking Period

The 3rd marking period was set to conclude on March 23, 2020. Because of the recent events and State mandated closure of schools, we've extended the marking period and it will now end on April 3, 2020. This will give students more time and an opportunity to complete any outstanding assignments. Students, this means if you owe assignments, you need to speak to your teachers, complete the work and resolve any outstanding issues quickly. The fourth marking period will begin on April 6, 2020.

Step #3: Know and follow the expectations in online/virtual schooling.

Just like when you attended school in person, it is important that you know and follow the expectations in virtual/online schooling. Doing so will only increase your success.

- **Students are expected to attend classes and attendance matters!** Starting April 1st, students will be required to check in daily with teachers and access assignments via Google Classroom. Teachers will be taking attendance regularly. It is very important that we confirm students are attending virtual classes, receiving instruction, and completing assignments. If students do not attend classes and complete assignments, we cannot in good faith, recommend grade promotion.
- **Assignments will be graded.** Assignments and assessments will be graded just as they were when you physically attended school. Your teachers will explain their expectations to you for their class, and they will record grades in MMS just as they did when you attended school in person.
- **Will students be promoted to the next grade for the 2020-2021 school year?** Teachers have carefully reviewed the curriculum framework documents and will adjust instruction so students will be prepared to advance to the next grade level. However, in order for that to happen, students must attend their assigned classes and complete their required work for the remainder of the year (whether that is virtual/online, or if we physically return to school at some point).
- **What will be the last day of school for students?** At this point, with the information provided to us by the Governor and Department of Education, the still District expects the last day of school to be May 29, 2020. This is subject to change pending future developments and/or guidance.

Step #4: Communicate!

Just like when you attended school in person, communicating with your teachers is an important part of your academic success. Do your part, work hard, keep connected with your teachers. Doing so will result in a smooth transition to virtual/online school.

- **How do I communicate with my teacher?** Your teachers want and need to see you in class. They are here to assist you. Teachers check email regularly (though they may not be able to check at every moment of the day because they are teaching other classes in addition to yours). Teachers will also be holding 'office hours' and you can meet with them virtually during their office hours, or via telephone, at times arranged with the teacher.
- **Communication with Counselors:** Your counselor will be holding office hours and can also be reached through email and via telephone appointments. Just like when you physically attended school, your counselor is here to work with you. Please reach out to them if you ever have any needs, concerns, or questions.
- **Communication with Principals:** Your principals and assistant principals will be available, should you need them. Because they are supporting your teachers, attending meetings virtually, and continuing to work to ensure your success, the easiest way to contact your principal or assistant principals is through email. Just like when you attended school in person, if you have questions about your classwork or classes, it's always a good idea to start by talking to your teacher. If you cannot resolve the issue, speaking with your guidance counselor can often be helpful. We do know that there are other reasons for which you may need to speak to your building administration and they are here for you and look forward to connecting with you.

Other Important Information and frequently asked questions:

- **What about athletics and events we had planned, like sports and dances?** At this time, we have not cancelled any of our traditional and important school events that occur at the end of the year. We know how important these are to you as students, and they are important to your teachers and administrators as well. Our goal is to be able to hold as many of these events as possible, and yet, we know that some of what occurs will be dependent on the rules and guidelines the Governor and Department of Education issue for schools and families. We will keep you informed as we move forward.
- **What if I am having an issue with my laptop?** You can call our help desk at (724)997-5230 between 8:30 AM and 3:30 PM or email rsdhelpdesk@ringgold.org. Our technology department is working hard to assist and handle the many calls and emails that they are receiving. Please be patient and they will get back to you.
- **What about PSSAs and the Algebra Keystone Exam?** Both the PSSAs and Keystone exams have been cancelled for the 2019-2020 school year.

Exhibit H

Ringgold School District

ADMINISTRATIVE REGULATION

APPROVED

REVISED

805-AR-3. Emergency Attendance Protocol

The following words, when used in this administrative regulation, shall have the following meaning, except where the context clearly indicates or requires a different meaning:

“Times of Emergency” shall mean and encompass hazards and emergencies, including but not limited to natural disasters, hazardous chemicals, fires, weapons, bomb threats, terrorism, communicable diseases and pandemics.

“Student Information Systems” shall mean and include references to any SIS (student information system) currently used by the School District, or any future SIS, LMS, or attendance tracking software used by the District for the purposes of taking and keeping accurate records of student attendance.

“Google Docs” shall mean any document created in Google documents and used for the purposes to share information with appropriate school personnel regarding student attendance.

“Traditional Learning” shall refer to schooling which occurs in the brick and mortar physical buildings which are owned and operated by the Ringgold School District.

“Period Attendance” shall mean the attendance taken by teachers, virtually, during times of virtual live instruction, or during times of scheduled learning as depicted in the student schedule.

“Daily Attendance” shall mean the attendance taken as a result of students logging in or calling in to self-report their attendance (or the attendance of their child) from the hours of 8 a.m. - 3 p.m., or other designated hours as determined by the School District.

It is mandatory for all students of compulsory school age residing in the State to attend a school in which all required subjects and activities are taught. Compulsory school age consists of the period of time from when a student enters school as a beginner, which can be no later than eight (8) years of age, until the age of seventeen (17) years or graduation from high school, whichever occurs first.

All students of compulsory school age who reside in the District, qualify for attendance in the District, are required to comply with the adopted Board policy governing attendance.

During “times of emergency” the District will make every reasonable, good faith effort, to continue the education of students. As such, student attendance remains compulsory, and

designated staff in each school will be responsible for monitoring and maintaining records of each student's attendance.

The following shall be the procedure for calculating the average daily membership of each building:

1. Each student shall be required to log in via their computer and record their 'daily attendance' in the Google document for attendance, or call in on the District call line in order to record their 'daily attendance'. Daily attendance must be reported for every day that the Ringgold School District deems as part of the 180 day calendar year as denoted in the Board approved school calendar.
2. Attendance secretaries shall take the information provided in the Google document and transfer the information into the District SIS (MMS) to generate a daily attendance bulletin.
3. Once generated, teachers shall review the daily attendance bulletin and shall report any perceived inaccuracies to the building administrators. If an inaccuracy is noted, the change shall be made by the designated staff responsible for the oversight of attendance in each building.
4. Designated staff will review the attendance records of students and shall take appropriate actions as specified in policy 204 to ensure that students adhere to the compulsory attendance laws.

It is understood that during times of emergency, the initial transition from 'traditional schooling' to virtual schooling will begin with a daily attendance protocol. The District may, at any time, commence taking period attendance at the middle school and high school. The procedure for period attendance shall be as follows:

1. Each teacher shall have two mechanisms by which to take 'period' attendance.
2. Teachers may place a one question entrance/exit ticket on their Google classroom that requires students to log into their classroom and report their attendance. Students will be required to log their attendance each day in each class that is assigned to their student schedule. Doing so will enable teachers to ensure that students are receiving the latest and most up to date information as it is posted in each Google classroom.
3. Teachers may take attendance during live (synchronous) teaching sessions.
4. Teachers will keep an accurate record of student attendance in their MMS attendance records/ gradebook for each period that they are assigned students.

Each principal or teacher will report to a designated District employee when a student has been absent for three (3) days, or their equivalent, without a lawful excuse.

The District will employ and designate Staff members to serve as an attendance officer or home and school visitor, and s/he will enforce state laws and regulations regarding compulsory attendance. The attendance officer or home and school visitor does have full police powers without warrant and may arrest or apprehend any student who fails to attend school in violation of compulsory attendance requirements. A school police officer also has the same arrest powers.

If the designated employee discovers that a District student is unable to attend/log in/participate in school because of a lack of access, s/he will report the case to a suitable relief agency operating in the district or to a county board of assistance for investigation and relief.

Teachers can be the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Teachers will implement a plan of action that includes, but is not limited to:

1. Distributing and reviewing with students and families the adopted Board policies governing attendance and student responsibilities for reporting attendance and attending classes during ‘times of emergency’.
2. Meeting virtually with students, or connecting via telephone with students, to discuss reasons for absence.
3. Providing feedback to designated District staff.
4. Making referrals to guidance counselors or building administrators.
5. Cooperating with the Student Assistance Team, as appropriate.

District Response To Unlawful Absences

The school is a critical part of a student’s support system, and school staff have a significant opportunity to assist students and their families to comply with attendance requirements.

The parent/guardian of a compulsory school age student is subject to penalties if compulsory attendance requirements are not met.

The designated District employee will make every effort to work collaboratively with the parent/guardian to address the truancy of a student and will not initiate formal action until such efforts have been made and the student has accumulated three (3) unlawful absences during the school year.

First Unlawful Absence –

Designated District staff will send to the parent/guardian a notice about the unlawful absence. The notice will contain the list of penalties for violation of compulsory attendance requirements, and the name and telephone number of the District employee that the parent/guardian can contact to request assistance in resolving the student’s truant behavior.

Second Unlawful Absence –

Designated staff will send to the parent/guardian a second notice of unlawful absence. The notice will contain the list of penalties for violation of compulsory attendance requirements, and the name and telephone number of the District contact. The second notice will include another offer of District assistance.

Third Unlawful Absence –

Designated District staff will send to the parent/guardian by certified mail a third notice of unlawful absence that provides official notice of student's third illegal absence, along with the list of penalties for violation of compulsory attendance requirements. The third notice also will contain information that three (3) days after the District gives such notice, the student or parent/guardian who again violates the compulsory attendance requirements will be liable without further notice.

A designated District representative will coordinate a school and family conference to discuss the cause of the student's truancy, to discuss possible solutions to increasing the student's school attendance, and will develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve the truant behavior.

Participants in the conference should include, but not be limited to: student; parent/guardian; relevant family members; District staff; partner organizations; community-based organizations; and other agencies involved with family, such as Children and Youth, and/or Juvenile Probation.

Active participation by the student and family members is an integral component of this conference. To identify and resolve the root causes of truancy, all participants must contribute to the group discussion their unique knowledge about the student and his/her environment. Only then can meaningful results be attained.

Issues that will be addressed at the school and family conference include, but are not limited to:

1. Appropriateness of the student's educational environment.
2. Possible elements of the school environment that inhibit student success.
3. Student's current academic level and needs.
4. Social, emotional, physical, mental and behavioral issues.
5. Issues concerning family and home environment.
6. Any other issues affecting the student's attendance.

The TEP can include: access to academic and social/health supports from the District and community organizations; outline of family/parental and student responsibilities; and levels of performance monitoring that include rewards and consequences. At the end of the conference, all parties should sign a comprehensive TEP that is agreed to by the District representative, student, parent/guardian and/or family, and other conference participants.

During the school and family conference, the designated District staff member will ensure that the student and the family clearly understand the legal penalties for violation of the compulsory attendance requirements.

Subsequent Unlawful Absence –

After agreeing to a TEP, or if there is no agreement on a TEP and three (3) days have passed since the parent/guardian received the official notice of the student's third unlawful absence, when the student is unlawfully absent at any time during the school year, the designated District staff will send to the parent/guardian by certified mail an official notice of unlawful absence. This notice will inform the parent/guardian that the student has violated the TEP, or the compulsory attendance requirements if there is not a TEP, and will advise the parent/guardian that a citation will be sent immediately to the magisterial district judge. After this notice is sent, the District is not required to inform the parent/guardian in writing of student absences, but District staff may continue to inform the parent/guardian of additional truant behavior.

Designated District staff will refer all future incidents of truancy directly to the appropriate magisterial district judge.

Penalties For Violations

Every parent/guardian or person in parental relation having control or charge of any child or children of compulsory school age, who shall fail to comply with the compulsory attendance requirements, shall on summary conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources. Default of the payment of fines and costs or completion of the parenting program shall result in the individual being sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas.

The Principal or Assistant Principal shall provide the parent/guardian or person in parental relation three (3) days' written notice of a violation before initiating formal proceedings. Further notice will not be given for subsequent violations.

The child and every parent/guardian or person in parental relation must appear at a hearing established by the district justice. If the parent/guardian or person in parental relation charged with a summary offense shows that s/he took every reasonable step to ensure attendance of the child at school, s/he shall not be convicted of the summary offense.

Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent/guardian or person in parental relation is summoned to pay, provided that the child no longer is habitually truant from school without justification.

In lieu of or in addition to any other sentence, the district justice may order the parent/guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.

If the parent/guardian or person in parental relation is not convicted of a summary offense because s/he took every reasonable step to ensure attendance of the child at school, a child of

compulsory school age who has attained the age of thirteen (13) years and fails to comply with compulsory attendance or who is habitually truant from school without justification, will be convicted of a summary offense. Upon conviction, the child will be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense or will be assigned to an adjudication alternative program.

For any child who has attained the age of thirteen (13) years who fails to pay the fine or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa. C.S. §6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa. C.S. Ch. 63 (relating to juvenile matters).

Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program, provided that the child no longer is habitually truant from school without justification.

Any child who has not attained the age of thirteen (13) years who fails to comply with compulsory attendance provisions and is habitually truant will be referred by the district for services or possible disposition as a dependent child as defined under 42 Pa. C.S. §6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions and is habitually truant may, in lieu of prosecution, be referred by the district for services or possible disposition as a dependent child as defined under 42 Pa. C.S. § 6302 (relating to definitions).

If a child is convicted for a violation, the court, including a court not of record, will send to the Department of Transportation a certified record of the conviction or other disposition on a form prescribed by the Department.

Nothing in this section shall be construed to apply to a parent/guardian or person in parental relation whose child or children are in a home education program.

Exhibit I

Ringgold School District

Student Handbook



2019-2020

Preparing students today for the challenges of tomorrow.

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SCHOOL SUPPLEMENTS TO DISTRICT HANDBOOK

[Ringgold High School Handbook](#)

[Ringgold Middle School Handbook](#)

[Ringgold Elementary School North Handbook](#)

[Ringgold Elementary School South Handbook](#)

MISSION

Preparing students today for the challenges of tomorrow.

VISION

The Ringgold School District will develop students to become problem solvers, critical thinkers, effective communicators, technology users, and contributing members to a global workforce and society. The school district will be a resource in providing state of the art facilities, technology and educational opportunities. Student needs are based and driven around a challenging and rigorous curriculum allowing each student to reach their individual academic potential and goals. The school district will be a leader in best practices and instructional techniques while applying cutting edge technology in the classroom. The staff will be provided educational opportunities that target professional growth and development in the 21st century skills and needs. Administration and staff will be dedicated to the concept of developing each individual student as a well-rounded contributor to a growing global society.

SHARED VALUES

The Ringgold School District believes that:

- An individual can be a successful learner, when presented with an appropriate common core based Pennsylvania curriculum and research-based instruction.
- Every student has unique attributes and skills which need to be developed and incorporated into their educational experiences.
- Student learning is a life-long endeavor where students are equipped with skills allowing them to adapt and meet the challenges of this global economy and workplace.
- Academic excellence will be achieved by our staff through quality instruction and applying best practices in their content areas through continuous focused staff development.
- Students are the stewards of our society and as such, we promote the attributes of ethical behavior, character development, and self-respect to foster responsible citizenship.
- Effective leadership is an essential component for the application of instructional practices leading to the success of our educational progress and the proficient use of technology.

COAT-OF-ARMS



Upper Section – *The two gold rings of unity and friendship. These two rings have joined together the two former high schools of Monongahela and Donora. Emerging from the rings is the torch of learning with the “R” flame. This flame represents the new school, Ringgold.*

Lower Section – *The scroll. This symbol denotes the history of the school. One rolled end is the past and the other end, the future. On the face is the Roman numeral VII. This represents the seven municipalities that make up the school district. The hand holding the wreath signifies the victories and achievements of the school’s athletics.*

DISTRICT NAME

The name Ringgold was taken from the Ringgold Cavalry which served so famously during the Civil War. The different subdivisions of the merged districts served in the Ringgold Cavalry. Also, it encourages unity, in that a letter from each of the seven districts makes up the name RINGGOLD.

Ca **R**oll
Un **I**on
New Eagle
Monon**G**ahela
G
N **O**ttingham
Fin **L**eyville
Donora

ALMA MATER

*Ringgold gracious alma mater
We thy precious name revere.
May each noble son and daughter
Cherish thee thine honor dear.
May thy lamp be ever bright
Guiding us to truth and light.
As a beacon o'er dark water,
This is for thee our Ringgold High.*

*May the years be kind to Ringgold.
May you grow in strength and fame.
May your children fail you never
True to you a beacon flame.
May your spirit brave and strong
Honor right and conquer wrong.
This the essence of our song
Ever to you our hearts belong.*



BOARD OF SCHOOL DIRECTORS

Mr. William C. Stein, Jr., President
Mr. James R. Dodd, 1st Vice President
Mrs. Sherry L. Garry, 2nd Vice President
Ms. Harley Bobnar
Mrs. Carol F. Flament
Mr. Jason H. Gerard
Mr. Gene R. Kennedy
Mr. Lawrence L. Mauro
Mrs. Maureen A. Ott

CENTRAL OFFICE ADMINISTRATION

Randall Skrinjorich, Acting Superintendent of Schools

Randall Skrinjorich	Director of Operations & Financial Services
Shannon Crombie	Director of Curriculum, Instruction, Innovation Assessment
Kristen Salamone	Director of Social, Emotional & Behavioral Support
Kevin McCabe	Director of Educational Technology
William Hoffman	Director of Buildings and Grounds
Chis Snyder	Director of Transportation
Mary Semancik	Director of Food Service
Clayton Shell	Chief of Police
Anthony Piscioneri	Human Resource Manager/Executive Assistant

Ringgold School District

400 Main Street, New Eagle, PA 15067

Telephone: 724-258-9329

Fax: 724-258-2288

SCHOOL BUILDINGS AND ADMINISTRATION

Ringgold High School #1 RAM Drive Monongahela, PA 15063 724-258-2200 Fax: 724-258-7360 Jason Minniti, Principal Mary Grace Stutzman, Assistant Principal Lisa Mauro, Assistant Principal	Ringgold Middle School #2 RAM Drive Monongahela, PA 15063 724-258-2211 Fax: 724-258-2050 James Klugh, Principal Greg Locy, Assistant Principal Lisa Mauro, Assistant Principal
Ringgold Elementary School North 3685 Finleyville-Elrama Road Finleyville, PA 15332 724-348-7205 Fax: 724-348-8839 Ross Ference, Principal Kelli Delarose, Assistant Principal	Ringgold Elementary School South 120 Alexander Avenue Monongahela, PA 15063 724-258-8454 Fax: 724-258-7050 Kelly Sherbondy, Principal Ashley Gilbert, Assistant Principal

DISTRICT WEBSITE - www.ringgold.org

2019-2020 SCHOOL CALENDAR -

<https://www.ringgold.org/cms/lib/PA01916235/Centricity/Domain/4/REV%2019-20%20School%20Calendar%20Approved%205.2019.pdf>

ACADEMIC PROGRESS & REPORTING

ASSESSMENT

GRADE	QUALITY POINTS	
	PERCENTAGE	(SECONDARY SCHOOLS ONLY)
A - Superior	90% - 100%	4.0
B - Above Average	80% - 89%	3.0
C - Average	70% - 79%	2.0
D - Below Average	60% - 69%	1.0
F - Failure	0% - 59%	0.0
I - Incomplete		

0-S-N-U SYSTEM

- O** - Outstanding
- S** - Satisfactory
- N** - Needs Improvement
- U** - Unsatisfactory
- I** - Incomplete

GRADE PLACEMENT

Academically successful students are promoted to the next grade at the conclusion of each school year. Students who fail two or more major subjects will be considered for grade retention.

HONOR ROLL

Honor Roll designations will be made at the end of each nine week period at the secondary level. Honor Roll is unweighted.

1. Honor Roll shall include a grade point average of 3.0000 through 4.0000. Highest Honor is a grade point average of 4.000. High Honors is a grade point average of 3.5000 through 3.9999. Honors shall include a grade point average of 3.0000 through 3.4999.
2. Students must carry at least five (5) potential credits to be considered eligible for either Honor Roll or High Honor Roll. To accommodate special situations, the following addendum to the above requirement should be considered.
3. Any 12th grade Work Experience student who carries four (4) potential credits would be eligible for Honor Roll consideration.
4. A grade of either D or F in any subject will disqualify a student from Honor Roll.
5. An "I" (incomplete) will disqualify a student from Honor Roll consideration unless it is removed prior to Honor Roll determination in the given nine week period.

PROGRESS REPORTS

Progress reports are completed during the midway point of each nine weeks grading period. These reports are completed for all students. Progress reports will be sent home and are also available on the MMS Parent Portal.

REPORT CARDS

Computerized report cards will be issued at the end of each of the four nine weeks grading periods. Altering report card grades is considered a violation of the school discipline code.

PARENT PORTAL

If parents subscribe to the MMS Parent Portal service, a student's grades, attendance, assignments, etc. may be accessed via the Parent Portal on www.ringgold.org. Parents have been provided with a username and password. If you have difficulty logging onto the Parent Portal please send an email explaining your problem to mmssupport@ringgold.org.

ALL STUDENT ASSISTANCE PROGRAM (ASAP)

The Ringgold School District has implemented an All Student Assistance Program. Several building faculty and staff members have been trained to provide help in the identification and referral of those students experiencing problems that create barriers to learning. Faculty, staff, students, and parents may refer students to the team for review and to provide appropriate help. Forms for referral may be obtained on the district website and/or all individual school pages. Additional information concerning these groups will be provided throughout the year.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
STUDENT ASSISTANCE PROGRAM POLICY 236

ASSEMBLIES

Assemblies are held periodically. Teachers will provide specific information concerning seating and other procedures prior to each program.

ATTENDANCE OF STUDENTS

PURPOSE

All students have a responsibility to attend school regularly and promptly in order that they may receive the full benefit of the educational programs offered by the Ringgold School District. The Educational Program offered by this district is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. The attendance policies of the

Ringgold School District are designed to comply with the Pennsylvania School Code and in addition, to assist the students and families in resolving problems which contribute to poor attendance (PA School Code Section 1327 and 1330).

Parents/Guardians are urged to call the attendance office prior to 9:00 a.m. each day their child is going to be late or absent.

CLASSROOM TEACHER RESPONSIBILITY

1. Report accurately and timely into the school management system any student's absence from class.
2. Provide make-up work for all students who have excused absences from class, including excuses for approved school activities and assure that there is no academic penalty if work is completed.

STUDENT ATTENDANCE RESPONSIBILITY

1. All student absences are either excused or unexcused.
2. It is the responsibility of the student to request make-up work from the teacher and to submit the work according to pre-established school and classroom guidelines.
3. On the day you return to school, bring in an excuse for the absence signed by parent/guardian.

PARENT/GUARDIAN RESPONSIBILITY

1. The Commonwealth of Pennsylvania requires all children between the ages of 8 and 17 to attend school unless legally excused. Parents/Guardians are responsible for their child's attendance at school. As part of their responsibility, parents/guardians are expected to provide the school with a written excuse for their child's absence within three days of returning to school.
2. The parent/guardian should contact the school if extenuating circumstances regarding a child's absence exists.
3. An excuse must be presented to the attendance office for any absence. Failure to submit an excuse within three school days upon return to school will result in the absence being marked unexcused and/or unlawful. The excuse may be provided in writing or via email at and must include the following:
 - a. The student's first and last name
 - b. Grade level
 - c. Date of absence
 - d. Reason for absence
 - e. Signature of parent or guardian
 - f. Daytime phone number or email address of parent/guardian

Ringgold High School	RHSAttendance@ringgold.org	724-258-2200
Ringgold Middle School	RMSAttendance@ringgold.org	724-258-2211
Ringgold Elementary School North	RESNAttendance@ringgold.org	724-348-7205
Ringgold Elementary School South	RESSAttendance@ringgold.org	724-258-8454

Written excuses, signed by the parent or guardian, are required for all absences. Medical/Legal excuses may be required at any time when a student's absences become too frequent and regular, and will be required for all absences after the of total 10 parental excused and/or unlawful absences. Extenuating circumstances will be reviewed. A letter stating such will be mailed to the parent or guardian on the occurrence of the 10th day of absence.

Please feel free to copy and use the following template as your excuse. Please complete all information.

Ringgold School District Excuse Form		<u>Grade</u>
Student's Name (First and Last)		
Dates of Absence:		
Full Day_____ AM_____ PM_____		
Reason:		
Parent/Guardian Printed Name and Signature:		
Home Phone: _____ Work Phone: _____ Email: _____		

EXCUSED ABSENCES

1. Excused absences are prescribed by law in the Pennsylvania School Code. The following reasons will be considered an excused absence from school:
 - a. A student's illness or physical injury as verified by parent or physician
 - b. Death in the immediate family
 - c. Quarantine
 - d. Observance of a bona-fide religious holiday in accordance with the student's religious beliefs
 - e. Healthcare from a licensed practitioner when it is not practical or possible to receive such care outside of school hours (verification required from the health care provider)
 - f. Family educational trips and tours (approved in advance)
 - g. Urgent personal reasons that are approved by the school administration
 - h. Court appearance (verification required)
 - i. School sanctioned educational tours or trips
 - j. Suspension from school
2. A student whose absence is excused will have the opportunity to make up work assigned during the period of his/her absence. If a student missed one day, they will have one day to make up work, if the student misses two days, they will have two days to make up work, etc. It is primarily the responsibility of the student/parent to arrange make up work missed during his/her absence.

UNEXCUSED/UNLAWFUL ABSENCES

1. Absences for shopping, hair appointments and reasons other than those listed are considered unexcused. Missing the bus and oversleeping are also examples of unexcused absences. Unexcused absences include days missed because of parental neglect, illegal employment or a student being willfully truant (absent from school without the permission of a parent/guardian and school officials).
2. An unexcused absence is an unlawful absence. Excuses must be submitted by the end of the third school day following a student's return. Excuses will not be accepted after that time. If an excuse is not received, the absence will turn to an "unexcused" absence. Once an absence has been marked as unexcused, it cannot be changed to an excused absence.

3. Ringgold School District Attendance Notification Procedures:

# of Days	Unlawful Absences	# of Days	Total Absences (Parental Excused + Unlawful)
4	• Attendance letter sent • SAIC scheduled • TIPP referral	10	• Attendance letter sent home via certified mail • Medical or Legal excuses required
6	• Attendance letter sent home via certified mail including copy of SAIP • File with Magistrate		
9	• File with Magistrate • Additional citations will be filed for each additional 3 days of unlawful absence		SAIC = School Attendance Improvement Conference SAIP = School Attendance Improvement Plan TIPP = Truancy Intervention Prevention Program

EARLY DISMISSALS

Early dismissals from school are considered absence from school and will follow the same guidelines for classification of excused/unexcused. Students are responsible for making up all work missed in a timely fashion while being dismissed from school for excused reasons.

Students, especially those involved in extracurricular activities, are not to sign out of school and return before dismissal, except in cases of family emergency or medical/dental appointments.

If a student wishes to be dismissed early from school, he/she is required to submit to the Attendance Office/Main Office a written statement, signed by a parent or guardian that contains the following: (Request forms may be obtained in the Attendance Office/Main Office)

- Student's name (first/last)
- Grade level
- Day and date for dismissal
- Reason for early dismissal; if medical appointment, name of doctor and time of appointment must be included
- Signature of parent or guardian

- f. Phone number where parent/guardian may be contacted during the day. No early dismissal will be granted without a parent/guardian available unless verification via phone has been given along with the written notification.

Procedures for early dismissals:

1. Requests must be presented to the attendance secretary in the Attendance Office for approval. At that time, the student will receive a pass to leave class and report to the Attendance Office at the time of their dismissal.
2. All students leaving for early dismissals must be signed out at the time of dismissal by a parent/guardian or designated school official.
3. Students returning from an early dismissal are to report to the Attendance Office and sign in. If returning from a doctor's appointment, verification must be submitted at that time. A pass to class will be issued by the Attendance Office.
4. A student who becomes ill or injured during school must report to the nurse. A parent will be contacted, and the pupil will be dismissed if necessary. Students signed out without being seen by the nurse will be considered unexcused for the remainder of the school day.
5. No student is permitted to leave the school building for any reason without the knowledge and permission of the appropriate school officials.

TARDY POLICY

Excessive tardiness to school is not acceptable. Students are expected to be in all of their classes when the late bell rings unless they enter with a written excuse from a school official verifying legitimate reasons for the lateness. Excessive tardiness could result in discipline.

A student who arrives at school after the school's start time should report directly to the Office. A student who arrives to school after the school's start time will be marked tardy. A written excuse which includes a contact phone number and is signed by a parent must be submitted to the attendance secretary. If no excuse is presented at the time of entry, the tardy will be unexcused. Doctor appointments must be verified by written notification from the doctor. Sleeping in, alarm not going off, car trouble, and like excuses are not considered acceptable reasons for being tardy and will be considered unexcused.

1. Students who are tardy to school will have to have an excuse upon arrival to school. Failure to turn in a note upon arrival will result in the tardiness being unexcused.
2. After the fourth unexcused tardy, a letter will be sent home.
3. Further unexcused tardies will result in possible referral to the magistrate.
4. Any student who is tardy (Excused or Unexcused) ten (10) days without proper medical documentation will be required to submit a doctor's note for subsequent tardies.

School	Normal School Day	Half Day Mark
Ringgold High School	7:18am - 2:11pm	10:15am
Ringgold Middle School	7:50am - 2:50pm	11:20am
Ringgold Elementary (North & South)	8:50am - 3:35pm	11:51am

CLASS ATTENDANCE

1. Students are expected to attend all of their classes as they appear on their schedule.
2. No student is permitted to be excused from a class unless the scheduled classroom teacher has received prior notice and given approval. Students who fail to follow this procedure will be issued a class cut and will receive no credit for work for that period.
3. Guidance visitations are not permitted without a guidance pass and approval from the classroom teacher involved. If a student asks to see his/her school counselor for emergency situation they may not be denied. Student is required to sign in at the Guidance Office.
4. Students who are attending scheduled school activities must check with the classroom teacher prior to the activity in order to receive all assignments and work.

EDUCATIONAL TOURS/ SCHOOL SPONSORED STUDENT TRIPS

Upon receipt of an approved "Educational Trip Request" form from the parents of the pupils involved, pupils may be excused from school attendance to participate in an educational tour or trip provided during the school term at the expense of the parents/guardians. When such a tour or trip is so determined by the District Superintendent or his/her designee to serve an educational purpose and pupil participants therein are subject to direction and supervision by an adult acceptable to the District Superintendent/designee, and to the parents of the pupil concerned, the trip will be subject to the following conditions:

1. Educational tours or trips will be considered for approval if the District Superintendent or designee determines that such a tour or trip will be of educational significance to the student. In order for the District Superintendent or designee to make such a determination, the parent shall provide a written request for excusal which shall indicate the days to be missed, the destination of the tour or trip, and the reason why the tour or trip could not be taken on days when school is not in session. THE TOUR/TRIP MAY NOT EXCEED Five (5) DAYS.

2. Unless some emergency arises, such requests shall be made at least two (2) weeks prior to the date of the tour or trip.
3. Unless some unusual family circumstances exist, such tours or trips shall not be approved during the final two (2) weeks of the school term. Students who are absent (excused) during final exams will have the opportunity to take their finals upon their return. Educational tours or trips will not be approved for the days of standardized testing (State-Mandated Assessments, NAEP, PSSA, Keystone, etc.)
4. If more than one child in a family will be taking the tour or trip, the requests for the children shall be made to the Principal of the school of each involved child so that their absences may be cleared with the appropriate principal.
5. All school work missed during the approved tour or trip shall be made up on the "initiative of the student and at the reasonable convenience of the teacher." Students may not be excused for more than 5 days per year for educational tours.
6. School-sponsored trips which are one day or more in length are included in the 5-day trip/tour limitation. Students and their parents must exercise caution in arranging educational trips or in granting permission for student participation in school-sponsored trips or club-sponsored off campus activities. The purpose of the limitation is to align the policies of the Ringgold School District with the 5-day trip/tour limitation prescribed by the Pennsylvania State Department of Education. Students may find it necessary to choose which tours/trips they are able to attend. Students participating in school sponsored tours/trips must travel with the school group unless specific permission to do otherwise is granted, both by the activity sponsor and the Principal of their school.
7. Educational trips **will not** be approved for students with over 10 days parental excused and/or unlawful absent from school or who are failing two or more courses at the time of the request.
8. Students attending any school sponsored student trips or overnight field trips are bound by all school policies and rules as well as any additional guidelines established by the sponsoring teacher/class/organization. Students attending school sponsored field trips are also subject to eligibility requirements. Student grades will be monitored by the trip sponsor and will be reported on a weekly basis. Students who do not meet eligibility requirements, have 15 or more days absent one week prior to the date of the trip and or students with serious/chronic behavior problems will be ineligible to attend.

EDUCATIONAL TRIP FORM

If a student wishes to take an educational trip, it may extend up to a maximum of five (5) days. Approval must be given by the Administration at least two (2) weeks prior to the trip.

If school officials determine that the number of trips/tours taken becomes excessive over the school year, they reserve the right to determine whether additional trips should be taken.

Date of Application: _____

Student's Name (please print): _____

Grade: _____ Homeroom Number: _____

Date(s) of Proposed Absence: _____ thru _____

Number of days absent: _____

Person(s) directing and/or supervising student during above absences (please print):

Please list your prior requests this school year including dates:

PLEASE ATTACH THE ITINERARY OF THE EDUCATIONAL TRIP

I agree that all of the above information is correct.

Parent/Guardian Signature: _____ Date: _____

.....**FOR SCHOOL USE ONLY**.....

Approved _____ Unapproved _____

Administrator's Signature: _____ Date: _____

PLANNED FAMILY TRIPS

Students who will be missing school for planned family trips are to bring in a note from the parent at least two weeks in advance stating the dates the student will be absent and the purpose of the trip, so that it may be approved by the principal. Students are responsible for seeing their teachers before going on the trip to get their homework assignments – the office will not request work for these days. **Note:** Any absences for trips count toward total days absent for the school year.

MAKE-UP ASSIGNMENTS

If a student is absent for a prolonged period of time, it is the responsibility of the parents to request assignments for work covered during the time of absence. Assignments are not sent home unless the student is absent for two or more days. It is the student's responsibility to make up work when he/she returns after a short absence and to complete the work assigned if the period of absence is longer. If the call for assignments is not made prior to 8:30 AM, the assignments may not be sent home until the following day.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
ATTENDANCE POLICY 204

BACKPACK/BOOKBAG POLICY

Students ARE NOT PERMITTED to carry backpacks, book bags, or any other large bags or purses during the school day. Students will be permitted to go to their lockers during the school day. This will eliminate the need to carry a large number of books and unnecessary materials. Students will be permitted to carry their gym clothes in a plastic bag. Students may use a bookbag or backpack to carry their books to and from school.

BOOKS AND OTHER EDUCATIONAL MATERIALS

Students are responsible for books and other educational materials assigned to them including Chromebooks and other technology. Lost or damaged textbooks, library books, or other educational materials will be paid for by the student at the full cost of the replacement. Students will be charged for any book that needs to be rebound due to damage.

Because books are of various copyright years, we will implement a plan requiring the following:

- 90% payment of books 1 year old
- 80% payment of books 2 years old
- 70% payment of books 3 years old
- 60 % payment of books 4 to 9 years old
- 10 % payment of books 10 years or older

Note: Unpaid debts will result in a hold on student accounts which could jeopardize participation in school activities, promotion, or graduation.

BUS TRANSPORTATION

The Director of Transportation is responsible for assigning buses and has established a policy in regard to student bus assignment. A student is to ride only those buses which are specifically assigned to him/her in order to prevent overcrowding and also to provide the most convenient route for buses. If an emergency occurs and the student must ride another bus, a written request from the parent/guardian must be presented to the office indicating the following: student's full name, grade level, and assigned bus number; the date of and reason for the change; the bus and stop requested; full name of the student with whom the requesting student is traveling; the phone number where each parent/guardian can be reached to verify the request. The principal will then issue a boarding pass to the student on the day that the bus change is necessary, after confirming with parents/guardians. This pass is to be presented to the driver. No bus pass will be issued without verification by the school.

PARENTS/GUARDIANS AND STUDENT RESPONSIBILITIES

A school bus is an expensive piece of equipment purchased for the purpose of saving your children a long walk to and from school. Join our safety team and see that your child learns to obey the rules and regulations of riding a school bus, which is a privilege that can be suspended if the student fails to obey the rules and regulations of the school district. Conduct detrimental to the safety of others will be reported to the school principal. Students who do not follow the rules will be subject to the Student Conduct and Discipline Code attached to Board Policy 218, which may result in suspension from the bus transportation to and from school.

RULES/REGULATIONS

The driver is in charge of the pupils on the bus. Pupils must obey the driver promptly and appropriately.

- Pupils must be on time; the bus cannot wait for tardy students.
- Wait at the bus stop in an orderly fashion until the bus arrives.
- Board the bus single file without shoving and crowding others.
- Take your seat promptly and face the front of the bus at all times.
- Do not stand while the bus is in motion.
- Loud and boisterous talking is not permitted. Do not call to students several seats away.
- Horseplay and rowdy behavior are not permitted and will not be tolerated.
- Throwing objects on the bus is not permitted and will not be tolerated.
- Do not litter or deface the bus in any way.
- Do not place your feet or arms in the aisle.
- Do not place your head, arms or any part of the body out of the bus window.
- Place your books, backpacks, and bundles where they cannot slide or fall.

- Do not talk to the driver while the bus is in motion unless it is an emergency.
- The driver may assign each student a seat; he/she must sit in this seat.
- Remain seated until the bus comes to a complete stop.
- Never throw anything out the bus windows.
- Help keep the bus clean and sanitary.
- The use of laser pointers or similar devices are not permitted on school transportation, and students may not be in possession of such devices.
- The possession or use of any tobacco products, nicotine delivery product, illegal substances, or look-a-like products is not permitted; violators will not be permitted to ride the bus, and will be cited under the terms of the PA School Code's Tobacco Policy.

During a breakdown, students are not permitted to leave the bus until instructed by the driver. A reserve bus will be sent to continue the run as soon as possible.

Students who violate these rules may be suspended from riding the bus; the number of days suspended will be determined at the principal's discretion. Any student vandalizing the bus will also be required to make financial restitution. In addition to these consequences, students can be cited and brought before a magistrate for civil action.

CAFETERIA

Students are restricted to the cafeteria areas during the period they have been assigned to lunch. Restrooms are available in the area adjacent to the cafeteria. UNDER NO CONDITIONS MAY FOOD BE CARRIED FROM THE CAFETERIA TO CLASSROOMS, IN THE CORRIDORS, OR OUTDOORS. Students are not to bring large quantity food items (such as large bags of chips, 2-liter bottles of drinks, whole cakes, etc.) to school for lunch. Students are discouraged from bringing candy to school. The practice of sharing food is discouraged. The lending of money is also discouraged, and students are not to lend their lunch number to other students. As a safety precaution, no drinks in glass bottles are permitted in school. Students are expected to conduct themselves in an orderly manner and not cut lines or display discourteous manners while being served food and eating. Courtesy to others and respect for the law and property are expected. Students who do not follow cafeteria rules may be subjected to disciplinary action.

CHEATING/PLAGIARISM

No student should intentionally possess, handle or transmit any device that would be construed as being utilized to deceive or defraud the school. Collaboration by students when taking exams is prohibited.

Depending on the severity of the incident, the teacher may issue a warning or failure of that particular activity, assignment, quiz or examination. The parent/guardian will be notified by the teacher and the infraction will be documented in a manner similar to other disciplinary incidents.

Repeated cheating in the same course of study is considered to be more serious and requires additional disciplinary action. All cases of alleged repetitive cheating should be referred to the principal by the teacher, in writing, by the end of the school day on which the incident occurred. The parent will be informed as soon as reasonably possible following the incident. The student may receive a failing grade for the marking period for which the work was to be counted.

FORGERY

No student may forge, falsify, alter or misuse any school document or communication of the school.

DELAY OR CLOSING OF SCHOOL

Emergency announcements pertinent to the delay or closing of school will be made on major local radio stations and TV and the district's auto call. Students and families are asked not to call the school offices concerning delays or closings of school. They should pay particular attention to radio and television announcements during periods of inclement weather. Information will also be available on the Ringgold District Website (www.ringgold.org).

DISRUPTIVE BEHAVIOR

It is the student's responsibility to conduct themselves in a scholarly manner at all times. The Ringgold School District Student Conduct and Discipline Code in Student Discipline Policy #218 provides that students may be assigned disciplinary consequences if students "disrupt the learning climate of the school." Consequences may vary based on the nature of the disruption and the disciplinary record of the student.

Unless otherwise permitted by a teacher for an educational purpose, toys, games, electronic games, and other entertainment apparatus are not to be used at school. These items will be confiscated and returned to a parent. Toys such as large or small stuffed animals or figures, squirting toys of any kind, or any other play items are not to be brought to school.

Running, shouting (boisterous behavior), and inappropriate language are not acceptable in the halls, classrooms, restrooms, or school functions and will be subject to disciplinary action.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
STUDENT DISCIPLINE POLICY 218

DRESS CODE

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

Please refer to each school-specific handbook, using the links below, for building dress code guidelines.

Ringgold High School Handbook: [\(1\)](#)

Ringgold Middle School Handbook: [\(2\)](#)

Ringgold Elementary School North Handbook: [\(3\)](#)

Ringgold Elementary School South Handbook: [\(4\)](#)

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
STUDENT EXPRESSION/DISTRIBUTION & POSTING OF MATERIALS POLICY 220
DRESS CODE POLICY 221

DRUG AND ALCOHOL POLICY

The use of drugs and alcohol by the students of the Ringgold School District is directly harmful to the school district's educational mission. The school district strongly endorses the concept of prevention through education and supports the use of classroom instruction to inform students about drugs and alcohol. The school district's goals are to educate, to intervene through early identification, to make appropriate referrals for treatment, to develop a support system for students and to ensure through appropriate disciplinary measures that the educational mission of the district is achieved.

A student of the Ringgold School District shall not possess, use, distribute, furnish, be under the influence of, or sell alcohol or any drug, prescription drug or controlled substance, drug paraphernalia or look-alike substance as defined below, which has not been properly registered with the School Nurse as provided herein:

- While on school property at any time;
- During school events, functions or activities conducted off school property;
- While on any conveyance (whether public or private) providing transportation to or from school facilities, events, functions or activities; and
- While a school district student is traveling to or from a school facility, event, function or activity.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
DRUG AND ALCOHOL POLICY 227

ELECTRONIC DEVICES & CELL PHONES

Except as discussed below, cell phones, music devices (Ipod, mp3, etc.) or any other electronic devices are only permitted to and from school and after dismissal; they are not permitted in the students' possession during the school day. The use of these items will not be tolerated. These items will be confiscated and returned to a parent or guardian by the end of the school day at the main office. Any subsequent infractions will result in confiscation of the item, disciplinary action, and a parent or guardian must come to the school to pick up the item.

Parents/Guardians should not call or text the student during school hours. In emergency cases, a message will be taken and transmitted to the student through the main office. Students will not be called to the office for a telephone call except in cases of emergency. Students who intend to stay for the after-school activities should be considerate and arrange for rides home in advance. The office phone is not available after school or after activities.

The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

The Superintendent or his/her designee shall develop administrative regulations for the use of personal communication devices, including cellular telephones, that recognizes the levels of maturity of students in the various grade levels. **PLEASE SEE: Ringgold High School Handbook: [\(1\)](#)**

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
ELECTRONIC DEVICES POLICY 237
STUDENT USE OF THE INTERNET 237.1

ENROLLMENT

Enrollment throughout the school year occurs at the Ringgold Central Office located at 400 Main Street, New Eagle, PA 15067. Appointments for new student/returning student can be made by contacting Jenn Caulket (jcaulket@ringgold.org) or Nikki Mathews (nmathews@ringgold.org) or by calling 724-258-9329. Annual kindergarten registration dates will be set in the spring at the school for incoming kindergarten students.

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
ENROLLMENT OF STUDENTS POLICY 200
HOMELESS STUDENTS POLICY 251

EXTRA-CURRICULAR ACTIVITIES

Students and parents are reminded that first and foremost Ringgold School District is a place where students come to receive an education in a pleasant, safe school environment. Student behaviors that infringe on permitting this to occur will not be tolerated. Throughout the year many social or fun activities are scheduled for students during the school day, after school, both on and off campus that are free or paid for by the students. Student attendance and participation in these events is a privilege and subject to certain restrictions.

While most students enjoy coming to school and follow the rules of good conduct and character, there will be those who violate the rules and choose to disrupt the learning process for themselves and others. Any student who is disruptive or violates the rules and regulations of the school or district shall forfeit the privilege of participating in school activities such as, but not limited to, dances, intramurals, spectator at athletic events, field trips, or assemblies as determined by the principal, assistant principal, or by the recommendation with good reason by any teacher.

The privilege to participate in student activities may be denied for, but not limited to, the following reasons:

- Receiving an out of school suspension.
- Receiving an in school suspension.

- Receiving an after school detention.
- Being absent on the day of the activity without a medical excuse presented on the day of the activity.
- Tardy on the day of the activity.
- Excessive tardiness to school during the school year.
- Leaving school early without a medical excuse on the day of the activity.
- Excessive unexcused absence from school during the school year.
- Receiving a magistrate or court citation for illegal absence from school.
- Misbehavior at any student activity on or off campus.
- A parent request for their child not to attend an activity.
- Receiving a bus suspension.
- Continued school misbehavior.
- Receiving a Magistrate or Court Citation for violating district student policies.
- Being assigned to an after-school program by the district, Magistrate, or court.
- A teacher request for failure to participate in class, turn in homework or class assignments

The privilege to participate in student activities will be determined in each quarter of the school year and will apply to all activities during that time period. Continued violations of the rules on the part of the student will mean an extension to be denied the privilege of participation in student activities.

ATTENDANCE TO PARTICIPATE

To participate in extracurricular activities, students must be present for the majority of the school day.

- RMS students must be in school by 10:20 A.M the day of the event/activity. Students may not leave prior to 1:45 P.M.
- RHS students must be in school by 10:14 A.M. the day of the event/activity. Students may not leave prior to 1:11 P.M.

ATHLETICS

The Ringgold School District participates in the South Hills Athletic Directors' Association (SHADA) and the WPIAL. Signed parental permission is necessary before a student may participate in sports programs. A student must obtain a physical and be enrolled in some insurance program before participation in interscholastic athletics can be approved. Please contact the athletic office for more information (724) 258-2200.

INTRAMURALS

The intramural program refers to that part of the school physical education program that is geared to the abilities and skills of the entire student body, and is made up of voluntary participation in games, sports, and other activities whose fundamentals have been taught in the regular physical education program. The program is offered to boys and girls in grades six, seven and eight. The objectives of this program are recreation, skill, health and total development in

lifetime activities. Most of the intramural activities for boys and girls will be conducted either during or after school or in the evenings.

STUDENT COUNCIL / SOCIAL ACTIVITIES

Social activities (dances, parties and related functions) will be scheduled periodically in the evenings and during the school day. All social activities are limited to the students of the home school only. Classroom parties are not permitted without prior principal approval.

TRANSPORTATION

Transportation to and from all extracurricular activities is the responsibility of parents / guardians unless otherwise specified. If a student is not picked up promptly at the conclusion of such activities, he/she may forfeit the privilege of attending such events.

FIREARMS AND OTHER WEAPONS

A student shall not knowingly possess any firearm or other weapon:

- On school property during and immediately before and after school hours, or at any other time when the school is being used by an authorized school group;
- During school events, functions or activities conducted off school property;
- On any conveyance (whether public or private) providing transportation to or from school facilities, events, functions or activities; and
- While a District student is traveling to or from a school facility, event, function or activity.

Weapons and firearms possessed with prior approval from school administrators and used in conjunction with an authorized school activity (i.e. rifles for rifle team, starting pistol for track team) are exempted from this policy.

Violators will be subject to district discipline and possible criminal charges.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

WEAPONS AND DANGEROUS INSTRUMENTS POLICY 218.1

TERRORISTIC ACTS AND THREATS POLICY 218.2

FIRE / SEVERE WEATHER / SAFETY DRILLS

Fire, Severe Weather, and Safety drills are conducted at certain intervals during the school year. In case of a drill, listen calmly to the directions given to you by the teacher or principal. Go quietly and calmly to the place to which you are assigned. Fire and severe weather directions are posted

in each room. Students are asked to read and become familiar with them. In the event of a real emergency, move to the proper area of the building in the same manner as if it were a drill.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
EMERGENCY PREPAREDNESS POLICY 805

GRADUATION REQUIREMENTS

Once a student enters Ringgold High School, a minimum of 25 credits is required for graduation. These requirements are established by the State Board of Education of Pennsylvania and the Board of School Directors of Ringgold School District. For complete information regarding graduation, weighted credits and class rank, please see the **Ringgold High School Handbook: (1)** and the [Ringgold High School Program of Studies](#).

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
Class Rank Policy 214
Graduation Policy 217
Promotion and Retention Policy 215

HALL PASSES

A student who is in the hall during a class period, lunch period, or assembly programs must have a pass signed by the person who grants permission. No student will be excused by a teacher into the custody of non-school personnel or sent on errands that would necessitate his/her leaving the building. Only the office can make such arrangements.

HEALTH SERVICES

During the school year a student may be required to submit to certain examinations such as vision, hearing, dental, weight, and height checks. Any student becoming ill during the school day may request a pass from his/her teacher to report to the nurse. If the school nurse is not present the student is to report directly to the main office. **UNDER NO CIRCUMSTANCES MAY THE STUDENT REMAIN IN THE RESTROOM.** All first aid is administered in the health suite. Parents/guardians are required to telephone the nurse in cases where their children have serious communicable diseases or illnesses requiring hospitalization.

ALLERGIES

The most important aspect of the management of students with life-threatening allergies is avoidance.

Food Allergies

District personnel will follow the district's Allergy Control Plan (ACP). Students shall be provided a copy of the ACP:

Students should not share or trade food or eating utensils with others. Students with food allergies may eat in the cafeteria, but it is safest to pack and eat lunches from home. Parents/Guardians of students with severe allergies will be referred to the Food Service Director for information on ingredients and to determine which foods are "safe". Teachers and other school personnel should not use food in class projects or as rewards or incentives unless approved by the building principal or designee. An allergen-free table will be made available in the cafeteria when necessary. Cafeteria tables will be cleaned after each lunch period.

Severe Allergies

The parent/guardian shall provide the school with a completed Allergy Action Plan that includes parent/guardian permission and a physician order annually on or before the first day of school. The parent/guardian shall complete an allergy history form and will notify the school nurse of any changes in the student's health. The parent/guardian will provide the school with the necessary medications such as Benadryl® or an EpiPen® to be used in the event of a severe allergic reaction or anaphylaxis.

1. For safety reasons, the student may be excluded from school if the proper information and medication are not obtained from the parent/guardian as requested.
2. Students shall be permitted to carry and self-administer an EpiPen® in an emergency with physician and parent/guardian permission if the student is deemed responsible by the parent/guardian, physician, and school authorities, and demonstrates the knowledge and ability to self-administer to the school nurse. Permission to carry the EpiPen® may be rescinded if the student acts irresponsibly.
3. At least three (3) staff members at each school will be trained to respond to an allergy emergency in the nurse's absence, including the proper use and administration of an EpiPen®.
4. Necessary medications, including EpiPens®, will be taken on field trips.
5. Information and education regarding a student's allergy shall be shared with appropriate school personnel.
6. Classmates will receive education about the allergy as deemed necessary and appropriate.

7. Teasing, bullying, or harassing of a student with a known allergy by other students will not be tolerated.
8. In an emergency, school personnel will accompany the child to the hospital, if possible.

IMMUNIZATIONS

All students shall be immunized against certain diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons as provided for below. Proof of immunization shall be provided to the district in the form of a properly completed and signed "Certificate of Immunization" as furnished by the Department of Health of the Commonwealth of Pennsylvania.

For more information, please visit www.dontwaitvaccinate.pa.gov.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools, unless exempted for medical or religious reasons or provisionally admitted by the Superintendent.

Exemptions

A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief, or whose physician certifies in a written statement that immunization may be detrimental to the health of the child. Non-immunized students may still be subject to exclusion from school should an outbreak occur that is vaccine preventable.

INSURANCE

The Ringgold School District makes available to each student the option of purchasing school insurance for a nominal fee. The purpose of this insurance is to give the student protection against injuries that may occur going to and from school, during the school day, and at school-sponsored activities. It is the responsibility of each student to take home the information provided and return the completed application and required fee to the school. A student who has purchased this insurance and subsequently becomes injured must report to the office to obtain a claim sheet. The school does not assume this responsibility - THE STUDENT MUST FILE A CLAIM. All students who participate in athletics and cheerleading must have insurance.

MEDICATION

In the event that it is necessary for a student to take medication/drugs during the school day in order to effect an improvement in or control a health problem of that student, supervision by

school personnel shall be permitted providing proper authorization is supplied by the student's parent/guardian.

All medication/drugs, prescription and/or nonprescription, which school personnel are asked by parents/guardians to administer to students must be accompanied by a written order from a physician clearly identifying the student's name; medication/drug; dose; time of administration; and duration of medication, along with any possible side effects. Prescription medication/drugs must be furnished to the school in the pharmaceutical container, bearing the student's name and instructions for administration as written by the pharmacist. Nonprescription medication/drugs must also be in the original labeled container. A parent/guardian permission form is also required to give medication/drugs of any kind in school.

All medication/drugs, prescription and/or nonprescription, must be delivered to and kept in the possession of the school nurse or building principal. In no event shall any student be permitted to be in the physical custody of any medication/drugs, prescription and/or nonprescription, except at such time as it is being administered pursuant to the terms of Board policy. It is the parent's/guardian's responsibility to pick up any remaining medication/drugs on the last day of the school year. Any medication left in school will be properly disposed of at the end of the last day of school.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

IMMUNIZATION POLICY 203
COMMUNICABLE/INFECTIOUS DISEASES 203.1
HIV INFECTION POLICY 203.2
HEALTH EXAMINATIONS/SCREENINGS POLICY 209
HEAD LICE POLICY 209.1
DIABETES MANAGEMENT POLICY 209.2
USE OF MEDICATIONS POLICY 210
POSSESSION/USE OF ASTHMA INHALERS POLICY 210.1
STUDENT ALLERGIES POLICY 210.2
STUDENT ACCIDENT INSURANCE POLICY 211
STUDENT WELLNESS POLICY 246

HOMEWORK

Teachers often times view homework as an extension of the classroom experience which provides students with the necessary practice to reinforce and master concepts and skills developed in the classroom.

There are many beneficial outcomes to a well-organized and planned program of homework. Parents must take an active role in any homework program if it is to be successful. Parents are responsible for encouraging students to complete assignments thoroughly and accurately,

establishing a regular schedule for undertaking homework assignments, providing a quiet and orderly environment for study and, whenever necessary, helping students with assignments.

Teachers must correlate homework with the specific objectives of the approved planned courses, make assignments meaningful and stimulating and return corrected assignments in a timely manner.

INTERNET USAGE

The technology and telecommunication resources available in the district represent a large capital investment by our communities. The Board intends that access to the Internet, and to the school district's network system and district-provided computer equipment, be made available to students for legitimate and lawful educational purposes; considers the Internet to be like a "digital" library where students are expected to be responsible and accountable for their actions in accessing resources just as they are in a traditional library; and expects students to act as the school district's ambassador when accessing the Internet as they do when traveling on field trips.

To this end, the Board established the Student Use of the Internet and Responsible Use Guidelines, policy 237.1, to ensure proper and ethical student use; to provide consistent, responsible student access management; to conform usage with current law; to define parameters for acceptable use; and to impress upon students that inappropriate use may result in a serious penalty.

The Board delegates to the Superintendent authority to implement the Responsible Use Guidelines through the administration and staff.

RESPONSIBLE USE GUIDELINES

The Student Use of the Internet and Responsible Use Guidelines apply to all students enrolled in programming offered at the buildings of the Ringgold Elementary Schools and the Ringgold Middle/High School, and those enrolled in the district's cyber education program, and the 1.1 Chrome Initiative when they access any computer equipment, network and/or Internet connection provided by the school district.

DISCIPLINE

Violations of the Student Use of the Internet and Responsible Use Guidelines will result in appropriate student discipline, in accordance with the school district's Student Conduct and Discipline Code and this Ringgold School District Student Handbook. This may include loss of the privilege to access the Internet/school district network/district-provided computer equipment for a defined period or permanently, suspension and/or expulsion, costs incurred for loss, theft,

damage or destruction to/of equipment, loss of credit for a course, and/or criminal or legal proceedings.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

ELECTRONIC DEVICES POLICY 237

STUDENT USE OF THE INTERNET 237.1

STUDENT USE OF THE INTERNET & RESPONSIBLE USE GUIDELINES POLICY 237.1

STUDENT USE OF THE INTERNET / SCHOOL DISTRICT NETWORK AND

DISTRICT PROVIDED COMPUTER EQUIPMENT POLICY 815

INTIMIDATION

BULLYING/CYBER BULLYING

The Ringgold School District is committed to providing a safe and civil educational environment for district students that is free from bullying. The Board is committed to providing bully-free schools for our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at district schools. If bullying does occur, all students should be able to tell a district staff member and know that incidents will be dealt with promptly and effectively.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education;
2. Creation of a threatening environment; or
3. Substantial disruption of the orderly operation of the school.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

If you or someone you know is being bullied, tell someone. You can also report it to Safe2Say at 1-844-SAF2SAY.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

BULLY/CYBER BULLING POLICY 249

HARASSMENT POLICY

The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, sexual orientation, national origin, age or handicap/disability which create an intimidating, hostile or offensive educational environment. If a student or staff member feels

that they are being harassed they should seek assistance and report the offense to someone at school or at home. A substantiated charge against a student shall subject such individual to disciplinary action, including suspension or expulsion from school.

If you or someone you know is being harassed, tell someone. You can also report it at Safe2Say at 1-844-SAF2SAY.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
UNLAWFUL HARASSMENT POLICY 248

HAZING POLICY

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

For purposes of this policy, hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:

1. Any brutality of a physical nature, such as whipping, beating, branding;
2. Forced calisthenics;
3. Exposure to the elements;
4. Forced consumption of any food, liquor, drug or other substance;
5. Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual; or
6. Any willful destruction or removal of public or private property.

Discipline including suspension and charges could be assigned in such cases.

If you or someone you know is being hazed, tell someone. You can also report it at Safe2Say at 1-844-SAF2SAY.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
HAZING POLICY 247

SAFE2SAY SOMETHING

Safe2Say Something is a Pennsylvania youth violence prevention program that allows students, parents, and community members report behavioral concerns which can include but is not limited to bullying, suicide, violence concerns, threats and more. Reports can be made by calling 1-844-SAF2SAY or by downloading the app at <https://www.safe2saypa.org/download/> You can learn more about Safe2Say by visiting the website - <https://www.safe2saypa.org/>

If you know something or hear something, say something.

LOCKERS

The school will provide lockers for all students. Pupils are not permitted to change lockers without the principal's permission and are only to use their own assigned locker. The locker is school property and its use is subject to the rules of the school. It is to be kept clean and orderly. Students are to use a lock to secure their belongings, as the school cannot assume responsibility for lost or stolen articles. Students are encouraged to leave an extra key with the secretary to be used in the event they forget their key at home. In any school building in which student lockers are equipped with pre-installed locks, students will not be permitted to use their own lock.

The administration reserves the right by law to conduct either periodic or spot locker checks and insists that only school-related items be stored in them. (books, pencils, tablets, gym equipment, lunches, coats and the like.) Students should never store valuable items in their locker.

PARENT / FAMILY ENGAGEMENT

Ringgold School District shall incorporate parent/family engagement activities, programs and practices that ensure parents/guardians are informed about the opportunity to participate in meaningful communication about student learning and other school activities. The district will ensure that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making.

PARENT PORTAL

If parents/guardians subscribe to the MMS Parent Portal service, a student's grades, attendance, assignments, etc. may be accessed via the Parent Portal on www.ringgold.org. Parents/guardians have been provided with a username and password. If you have difficulty logging onto the Parent Portal please send an email explaining your problem to mmssupport@ringgold.org.

PBIS - POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Positive Behavior Intervention and Support (PBIS) is an approach in behavior management on a school-wide level, in a specific setting such as the bus, hallways, classrooms, cafeteria, etc. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows the PBIS team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

All the buildings in the district are at different phases of implementation of PBIS. Please contact the school office to find out about PBIS at your school.

For more information please see - <https://www.pbis.org/>

PHYSICAL EDUCATION

EXCUSED ABSENCE

The student will be graded on his/her ability to meet the objectives of the activity. The evaluation procedure will be based upon: (1) attainment of skill; (2) participation; (3) improvement. Since participation is one of the criteria used in the evaluation procedure, if for any reason a student cannot take physical education on a particular day, the student must submit to his/her teacher an excuse signed by the parent/guardian. The school nurse may verify the excuse with the parent/guardian.

In order for a student to be medically excused from participation in physical education, the student must present a doctor's excuse. The medical excuse must be presented at the beginning of the year or when the student becomes incapacitated. A copy of this excuse is to be kept by the teacher and the original given to the school nurse. A subsequent release from a

doctor is required to reinstate a student to participation in physical education. An excused student or a student who does not participate in physical education must report to the physical education class during his/her assigned time. He/she may be given an alternative assignment or provided with an adaptive program as circumstances permit. A student who does not participate or dress for gym class receives a failure for that day's class. Consistent non-participation in class will result in a failing grade.

Under no circumstances should money or valuables be left in lockers during physical education classes. Please turn in all valuables to the physical education instructor for safekeeping. We must stress, however, that we are not responsible and cannot be held liable for any amount of money or any personal items which are lost or stolen. Lockers should be secured with a lock provided by the student when used.

PUBLIC DISPLAY OF AFFECTION (PDA)

Displays of affection construed as being extreme within the school environment are not permitted. Students may be disciplined by the administration for insubordination as a result of improper displays of affection.

RESTROOMS

Students are permitted to use the restrooms as necessary between classes; however, they must ask for permission during classes. Students are not to loiter or gather in groups in restrooms. Abuse of restroom privileges may result in disciplinary action.

RINGGOLD CYBER SERVICES PROGRAM

The Ringgold Cyber Services Program provides a student centered educational environment which provides a rigorous curriculum challenging our students to reach their individual potential as contributing members of a global society. This program will promote an active role in the student's own education through the flexibility of completing their course work virtually anytime and any place via an internet connection.

This is not available for all courses or grade levels. No cyber programs are available for elementary students.

This program includes the benefit of providing for:

- Credit recovery
- Alternative program

- Enrichment
- Learning Support/Special Education program of studies

The Ringgold Cyber School Instruction courses are designed to be interactive, engaging, motivating and rigorous. Students who are motivated to direct their own learning experiences, take an active role in their education, and exercise self discipline experience success in the cyber school environment.

SAFETY AND SECURITY

The Ringgold School District will conduct random canine searches of the Ringgold Middle/High Schools during the school year. All property brought to the school buildings or grounds will be subject to this dog sniff/search.

All visitors will be required to show a valid government issued ID card and will be scanned through the metal detectors.

SEARCH POLICY

The Ringgold School District reserves the right, when dictated by individual and extraordinary circumstances, to conduct a search of a student's person and/or possessions as well as his/her desk, locker, and/or car in order to locate and seize weapons, drugs, contraband goods and/or stolen property.

DEFINITIONS

In this section, "reasonable cause" or "reasonable suspicion" for a search means circumstances which would cause a reasonable person to believe that the search of a particular person, place or thing will lead to discovery of (1) evidence of a violation of the student conduct standards contained in the student discipline code; or (2) anything which because of its presence presents an immediate danger of physical harm or illness to any person.

In this section, "probable cause", a more rigid legal standard than "reasonable cause" means belief that sufficient evidence exists to justify a police investigation.

The term "school official" means any central office administration, principal, assistant principal, designated teacher or school security officer.

PERSONAL SEARCHES

A school official may search the person of a student in school, on school buses or at school activities if he/she has reasonable cause and individualized suspicion to search a student.

Searches of the person of the student shall be limited to:

- o the pockets, shoes, stockings, coat, sweater, and vest of the student;
- o any object in the possession of the student such as a purse or briefcase; and/or
- o a “pat down” of the exterior of the student’s clothing.

Searches of the person of a student which require removal of clothing other than coat or jacket must be based upon probable cause. Such “strip searches” should be conducted only in an emergency or in most extreme situations after the superintendent and solicitor has been consulted. See Board Policy 226 for further information.

LOCKER SEARCHES

All lockers and other storage areas provided for student use on school premises remain the property of the Ringgold School District and are provided for the use of students subject to inspection, access for maintenance and search pursuant to this section and Board Policy 226. Lockers are jointly accessible to the student and school officials and may be subject to search at the discretion of school officials. See Board Policy 226 for further information.

MOTOR VEHICLE SEARCHES

The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on written consent by the student driver, the owner of the motor vehicle and the parent or guardian of the student to allow search of that vehicle when there is reasonable cause for the search of the motor vehicle. Refusal by any one of the aforementioned to grant permission shall be cause for the termination of driving privileges.

USE OF EVIDENCE

Anything found and seized in the course of a search conducted by school officials which is evidence of a violation of the standards of this student conduct and discipline code or presents an immediate danger or physical harm or illness to any person may be (1) admitted as evidence in any suspension or expulsion proceeding if it is marked for identification and kept in a secure place by school officials until, it is presented at a hearing; (2) returned to the parent or guardian of the student from whom it was seized; or (3) destroyed if it has no significant value.

POLICE ASSISTANCE

School officials, with probable cause, may request the assistance of law enforcement to (1) search any area of the school premises, any student or any motor vehicle on school premises; or (2) identify or dispose of anything found in the course of a search conducted in accordance with this section.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

SCHOOL COUNSELING SERVICES

School students have been provided the services of school counselors. A student must have a permission slip from a counselor or teacher prior to being admitted to the Guidance Office. The Guidance Department serves each student in a variety of ways. Their chief functions are to provide individual counseling so that each student can help himself with his educational, vocational, and personal problems; to guide students in course selection; to coordinate district and national test distribution and administration; and to establish and maintain a complete permanent record of progress from the time of each student's admission into school. Guidance services are always available when a student is reevaluating his/her program and educational plans. Additionally, counselors solicit parental/guardian requests for student-parent-teacher-counselor conferences, and arrange meetings at a time convenient to all parties.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
HOMELESS STUDENTS POLICY 251

SOUND PRODUCING EQUIPMENT

If a student has a definite need to use sound recording or reproducing equipment in a classroom as a part of the academic program, he/she must present to the office a request from his/her teacher to bring the equipment to school. The equipment will be stored in the office or in the classroom where it is to be used. Students are not permitted to have sound equipment in the halls, cafeteria, gymnasium, or in the classrooms of teachers who have not requested that it be used there. The school will not be responsible for electronic devices that are damaged or stolen.

STUDENT ACTIVITY ORGANIZATIONS

- All student activity groups, clubs, and organizations must be related to the school program; i.e. they must have as their basic purpose the intellectual, social, and physical development of the students or the furtherance of the general goals of the school and/or school district.
- All student activity groups, clubs and organizations must have a written constitution setting forth the purpose of the organization and a set of by-laws detailing the governance and operations of the organization.
- The by-laws of the organization must specify the methods by which funds are raised and the purposes for and methods of disbursement of funds.

- The by-laws of the organization must specify that the funds of the organization can be spent only to further the purposes of the organization and only by a majority vote of a quorum of the membership or the organization.
- The faculty advisor is responsible for seeing that all funds are raised and distributed in compliance with the constitution and by-laws of the organization.
- The student treasurer of the organization and the faculty advisor are responsible for maintaining complete and accurate records of all funds raised and distributed.

FUND RAISING

- The principal of the school must approve the method of fund raising for all student activity groups, clubs, and organizations; furthermore, the principal, in conjunction with the Superintendent of Schools, is responsible for scheduling fund raising activities as to avoid conflicts in dates with other student organization fundraising drives.
- All fundraising activities must have a specific purpose. In most cases, funds raised by a student organization should be earmarked for disbursement during the school year in which they are raised.
- The student treasurer and the faculty advisor are responsible for maintaining complete and accurate records of the funds raised by the student organization.
- No student organization is permitted to raise funds by illegal means such as, but not limited to, gambling devices, games of chance, and lottery tickets.
- Funds collected by all student organizations shall be turned in by the faculty advisor to the principal before the end of each school day.
- All revenues of a student organization must be clearly identified and documented at the time that it is turned in to the principal. Such documentation must become a permanent part of the records of the organization.

DEPOSITORY

- All funds raised by student organizations shall be deposited in a Student Activities Account in a bank(s) designated annually by the Ringgold Board of School Directors.
- No student organization is permitted to establish an account separate from the Student Activities Account. All student organization financial transactions must be made through the designated Activities Account.

DISBURSEMENTS

- Activities Account funds must be used exclusively for purposes directly related to the objectives of the organization as contained in the constitution and by-laws of the organization.
- All expenditures of Activities Account funds must be authorized by an affirmative vote of a majority of a quorum of the membership as defined in the bylaws of the organization. A record of all votes must be included in the minutes of the student organization.
- All disbursements from the Activities fund must be made by check. Disbursements should be supported by invoices or other documentation that is verified. No expenses should be paid in cash from the revenues of the organization.
- Senior class must have expended all funds in their account as of the date of their graduation, i.e., senior classes must have a zero balance and their account terminated immediately upon the date of their graduation.
- No funds from the Student Activities Account shall be used to make loans to persons or organizations.
- No funds from the Student Activities Account shall be used to make purchases for any individual or other organization.

RECORD AND AUDITING

- The faculty advisor and student organization officers are responsible for the collection and maintenance of records regarding the revenue and expenditure of funds from the Student Activities Account.

STUDENT CONDUCT AND DISCIPLINE CODE

The Pennsylvania School Code and state and federal court decisions have given public school teachers and administrators authority to supervise pupils. This authority extends, but is not limited to, classrooms, halls, the cafeteria, school grounds, buses, and the location of any field trip or extra-curricular activity. Teachers will not tolerate any acts of insubordination which materially disrupt the school programs, infringe upon the rights of others, cause dissension among the student body, or cause a decline in the reputation of the school as an educational institution. Pupils must be cognizant of the fact that teachers possess both the right and the responsibility to discipline disruptive and/or insubordinate students. However, the Ringgold School District Conduct and Discipline Code included in Student Discipline Policy #218 provides

that students may be assigned disciplinary consequences if students “disrupt the learning climate of the school.”

Adherence to this code by both pupils and school personnel will not only create an atmosphere conducive to learning but will also protect the rights of our young citizens.

PUPIL RIGHTS

- All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth’s public schools.
- A student may not be excluded from the public school or from extracurricular activities because of being married or pregnant.
- No student shall be denied access to a free and full public education on account of race, religion, sex, national origin, handicap or physical appearance.
- Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school.
- Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual’s rights.
- Although it is the responsibility of every citizen to show proper respect for his country and its flag, students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.
- Students have the right to govern the length or style of their hair including facial hair unless the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. However, Board Policy 221 must be followed.
- Students have the right to govern their dress unless the attire causes the disruption of the educational process or constitutes a health or safety hazard. However, Board Policy 221 must be followed.
- Students must be permitted to make up, without penalty, all examinations and class work missed during a period of suspension and/or as described in the Attendance of Students section, above.

PUPIL RESPONSIBILITIES

All students attending school in the Ringgold School District are expected to fulfill the following responsibilities:

- Attend school regularly, be on time for all classes and other school functions and make-up work when absent from school.
- Put forth a conscientious effort in all classrooms.
- Show respect for their fellow students and all other school personnel
- Be aware of and conform to all rules and regulations for student behavior and assume that until a rule is waived, altered, or repealed it is in effect.
- Willingly volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
- Dress and groom in a respectful manner.
- Express themselves in a respectful manner, without slander, offensiveness, vulgarity or profanity.
- Assist the school staff in operating a safe school for everyone.
- Be aware of and comply with all state and local laws.
- Pursue and attempt to satisfactorily complete the course of study prescribed by state and local school authorities.
- Exercise proper care when using public facilities and equipment.
- Share with the administration and faculty in developing a climate that is conducive to wholesome learning and living.

EXAMPLES OF VIOLATIONS OF CONDUCT

- Performing or threatening to perform acts of violence on school personnel or students
- Being insolent, insubordinate and/or generally incorrigible toward school personnel
- Using vulgarity, profanity or obscene gestures. (A citation may be issued)
- Damaging and/or destroying either private or school property (vandalism)
- Being in possession of a weapon and/or device which can endanger the safety of others

- Sounding false fire alarms or calling in bomb threats to the school
- Starting any unauthorized fires
- Possessing, using or selling controlled substances (including alcohol), or being under the influence of controlled substances or alcohol, or possession of drug paraphernalia.
- Wearing attire which is disruptive to normal school operations or which could be damaging to school property or school buses
- Possession of tobacco products, smoking, vaping, e-cigarette, chewing tobacco
- Extortion
- Theft
- Gambling
- Unauthorized or unexcused absences or tardies
- Class cutting which includes—academic classes, homeroom period, lunch period, study halls and assembly programs
- Fighting (A citation will be issued)
- Inciting so as to cause a riot
- Using a vehicle in such a manner as to endanger the life, safety or welfare of the students, the staff or the school
- Unauthorized leaving of school building and/or school grounds. Once on school grounds, students may be dismissed only by an administrator or school nurse
- Throwing objects in or from school buses, vans and private carriers
- Persistent and willful violation of school rules and regulations
- Engaging in conduct which is contrary to the laws of the United States, the Commonwealth of Pennsylvania, the ordinances of local authorities or the policies, rules and regulations of the Ringgold School District
- Any behavior which the principal or his/her designee decides as disrupting the orderly operation of his/her school by violating the property, health, safety or welfare of the students, the staff or the school

POSSIBLE CONSEQUENCES FOR VIOLATIONS OF CONDUCT

Falling within the Board of School Directors' authority to make reasonable rules and regulations governing student conduct, the following actions which occur on school property, school buses or at school sponsored activities are considered violations of conduct and may be assigned appropriate discipline. The following types of discipline have been adopted:

After-School Detention/In-School Detention – The student will be retained after school or for a designated period of time set up by the building principal.

In-School Suspension - The student will not attend regular classes, but will attend school. The student will be assigned to a designated area for directed study.

Exclusion from school

- **Out-Of-School Suspension** – The student will be excluded from school for a period of one (1) to ten (10) consecutive school days.
- **Expulsion From School** – The student will be permanently removed from school for a designated period of time beyond ten (10) days.

Alternative Education – The student will attend the Rams Program (Ringgold Alternative Method of Schooling) or other appropriate alternative placement.

Bus Suspension – The student will not be permitted to ride all buses, vans or authorized private carriers of the Ringgold School District for a designated period of time as determined by the building principal.

Criminal Action – Following a communication with the parent or guardian, the student would be turned over to local or state authorities for criminal prosecution.

Any combination of the above disciplines – Following an investigation of the circumstances surrounding the case, a student may receive more than one of the previously mentioned types of discipline. Furthermore, in a case involving theft, damage and/or destruction of either private or public property, the student may be held liable for restitution.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>

STUDENT DISCIPLINE POLICY 218

SUSPENSION & EXPULSION POLICY 233

STUDENT RIGHTS/SURVEYS POLICY 235

DRESS & GROOMING POLICY 221

STUDENT COMPLAINT PROCESS POLICY 219

SEARCHES POLICY 226

STUDENT DRIVING & PARKING LOT PRIVILEGE POLICY 223

STUDENT GOVERNMENT

The student government in the secondary schools consists of elected representatives from students 5-12. There are no restrictions to be elected to membership; however, representatives must abide by the guidelines established by the sponsor and administration.

SUICIDE RISK

Current statistics indicate that the number of adolescents who are taking their own lives is increasing at an alarming rate. The reasons that students take their own lives are very complex. Some of the factors that may contribute to the increase in adolescent suicide are external stress, internal stress (physical and psychological change), breakdown of the family unit,

difficulty in reconciling and accepting both the increased responsibilities and the increased privileges of adolescence, and an inaccurate perception of death. It is apparent that most adolescents need considerable help and support – the kind that nurtures the development of a positive self-image and fosters an accurate perception of their abilities and their world. The best referral source, in the area of suicide, is the student-at-risk and/or peer. The best way of preventing suicide is personal, concerned human interaction between a competent professional staff member and the student-at-risk.

If you feel like hurting yourself or know someone who is contemplating hurting themselves, help is available. Stop and talk to someone you trust, call 1-844-SAF2SAY, or call the National Suicide Hotline at 1-800-273-8255.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
SUICIDE AWARENESS, PREVENTION AND RESPONSE POLICY 819

TOBACCO

“Tobacco use” shall be defined as use and/or possession of a lighted or unlighted cigarette, cigar, pipe; other lighted smoking products; smokeless tobacco in any form; or any “vaping devices”, “e-cigarette” or other electronic device that simulates smoking or tobacco use.

Students are forbidden to smoke on school property, school buses or at any school activity. The ban on the use of tobacco includes snuff and chewing tobacco on school property, school buses or at any school activity and will be subject to the same school penalties which are applicable to smoking. This can include in-school suspension, out-of-school suspension and a citation.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
TOBACCO/NICOTINE USE POLICY 222

VISITORS IN THE BUILDING

In order to comply with Pennsylvania School Law, all visitors, including parents, must report to the office and check through security. All visitors will be required to submit photo identification upon entry. We do not encourage visitors from other schools. Under no conditions may school students bring youngsters, such as their preschool brothers and sisters, to school with them.

BOARD POLICY LINK : <https://go.boarddocs.com/pa/ring/Board.nsf/Public?open&id=policies#>
METAL/WEAPON DETECTIONS SYSTEM/DEVICES POLICY 218.3

WHEN IN DOUBT

If you are in doubt or unsure about how a situation or circumstance should be handled, please stop in one of the school offices so that we can help you with an answer or try to find you the information. We are here to help.