

**iSchool Virtual Academy Application to the Ohio
Department of Education and Workforce**

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Request for Approval of New Internet- or Computer-Based Community School

Ohio Revised Code [3314.013](#) allows for no more than five new internet- or computer-based community schools to open per year. All new internet- or computer-based community schools or existing community schools wishing to begin operation as an internet- or computer-based community school must receive approval from the Director of the Department of Education and Workforce. Sponsors rated “Exemplary” on its most recent sponsor evaluation can authorize a new internet- or computer-based community school that will primarily serve students enrolled in a dropout prevention and recovery program. Applications will be evaluated based on the following criteria:

- (1) The sponsor's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The number of years and number of online schools for which the sponsor provided monitoring and technical assistance since the inception of such activities;
 - (b) The degree to which the online schools met Ohio's operating standards for online schools, which the department shall make available on the department's website; and
 - (c) Any full-time equivalency determinations issued by a state education agency for a school for which the sponsor was responsible for oversight;
 - (d) Previous experience of key personnel employed by the sponsor in providing oversight or technical assistance for schools utilizing online or blended learning models;
- (2) The operator's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The operator's experience, in the managing the daily operations of an online school or providing programmatic oversight and support to an online school since the inception of such activities;
 - (b) Previous experience of key personnel employed by the operator related to operation of online or blended learning models;
 - (c) The degree to which the online schools met Ohio's standards for online schools; and
 - (d) Any full-time equivalency determinations issued by a state education agency for a school for which the operator managed the daily operations;
- (3) The sponsor's schools' records of academic performance in all years under its sponsorship including:
 - (a) Assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code; and
 - (b) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code; and

- (4) The operator's affiliated schools' records of academic performance in all years under its operation as measured by the following:
 - (a) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;
 - (b) Comparable performance ratings of out-of-state schools with which the operator has experience; and
- (5) A preference for operators with previous experience in Ohio.

ELIGIBILITY REQUIREMENTS

Criteria	Yes	No	Not Applicable
Applicant meets Ohio definition of an internet- or computer-based community school.	X		
Applicant's sponsor received an overall rating of "Effective" or higher on its most recent sponsor evaluation, if rated.	X		

APPLICANT AFFIRMATION

I attest that the application requesting approval for a new internet- or computer-based community school meets all eligibility requirements listed above.

Name: Colleen Randazzo Position: Board President

Organization: iSchool Virtual Academy

Signature: *Colleen Randazzo*
Colleen Randazzo (Dec 18, 2024 13:06 CST) Date: 18/12/24

TIMELINE FOR FORM SUBMISSION:

Applicants should note the timelines listed below:

January 15, 2025: The applicant must work closely with a sponsor and operator to complete the application. Sponsors are required to submit the completed form electronically **via Epicenter by 11:59 p.m.** on the due date to receive consideration. Only complete applications will be considered. The Department will not review any late or incomplete applications after the deadline.

February 15, 2025: The applicant will receive a decision from the Department on the status of its application.

February 28, 2025: The Department will post application results on its website, along with a list of applications and their review and outcome status.

INCOMPLETE APPLICATIONS WILL NOT BE SCORED.

If you have questions about the application, please email community.schools@education.ohio.gov.

SUBMISSION INSTRUCTIONS:

Sponsors are required to submit the internet- or computer-based community school application, all required documents and supporting materials to the Office of Community Schools via Epicenter.

Instructions for Submitting Application in Epicenter:

- 1) Log onto Epicenter at epicenternow.org
- 2) Click the *Sign In* link at the top of the screen.
- 3) Enter your username and password.
- 4) Click on *Document Center*.
- 5) On the Document Center page, click the *Submission Upload* button.
- 6) For Entity Type, select *school*.
- 7) For Submission Type, select *Internet- or Computer-Based Community School Application*.
- 8) For Entities, select appropriate sponsor by checking box next to the sponsor's name.
- 9) Enter required information.
- 10) Click the *Upload New File* button to upload your document.
- 11) (Optional) Type a brief message to the reviewer.
- 12) Click *Submit*.

Internet- or Computer-Based Community School Application Form

APPLICANT INFORMATION

Proposed Internet- or Computer-Based Community School

School Name: iSchool Virtual Academy

Address: 100 E. Broad Street, Suite 1700, Columbus, OH 43215

Primary Contact

Name: Shannon Hyde

Title: Ohio Project Manager

Phone: 469-933-7238

Email: sehyde@responsiveed.com

- 1) Is the proposed internet- or computer-based school a new or existing school? New
- 2) If the proposed school is an existing school, please provide the school's IRN. N/A
- 3) Attach a copy of the application submitted by the applicant to the sponsor for the proposed school.
- 4) **(New School Only)** Attach a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

PROPOSED SCHOOL INFORMATION

- 1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:
 - reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school
 - community and student population (demographics, ages, and grade levels) the school proposes to serve
 - enrollment area (specific counties in Ohio)
 - education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning
 - expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures
 - expectations of any non-academic school or student goals to which school will hold itself accountable
 - experience of key personnel (i.e., school leader, governing authority member(s), administrative or teaching staff)

SPONSOR INFORMATION

Organization Name: St. Aloysius Orphanage Organization IRN: 083246
 Address: 4721 Reading Rd, Cincinnati, OH 45237

Primary Contact

Name: David L. Cash, Jr. Title: Superintendent
 Phone: 614-837-8945 Email: dcash@charterschoolspec.com

- 1) Identify all internet- or computer-based schools overseen by sponsor. For each of the sponsor’s internet- or computer-based community schools, provide the following:
 - name and unique school identifier of each internet- or computer-based community school (in Ohio, the IRN is the unique school identifier)
 - calendar years for which the sponsor provided monitoring and technical assistance for each internet- or computer-based community school

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
	SEE ATTACHED			

SPONSOR’S EXPERIENCE WITH ONLINE SCHOOLS

- 1) Describe the sponsor’s experience with internet- or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet-or computer-based community schools.
- 2) Describe the sponsor’s assessment of the degree to which each of its sponsored internet- or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school’s compliance with applicable laws and rules in the two most recent evaluation cycles.
- 3) Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
000282	Greater Ohio Virtual School	2019	2025	6
149088	Fairborn Digital Academy	2021	2025	4
000938	Gateway Academy of Ohio	2022	2025	3
020755	Pathfinder Career Academy of Ohio	2023	2025	2
020726	ChallengeU Ohio Community School	2023	2025	2
021509	Career Prep Virtual High School	2024	2025	1
021443	President's Digital Academy	2024	2025	1

action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

- 4) Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing an online or blended learning models;
- 5) Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

OPERATOR INFORMATION

If the school plans to work with an operator to manage the operations of the school, please provide the following.

Organization Name: Blue Learning Organization IRN: TBD

Address: P.O. Box 292632

Primary Contact

Name: James Taylor Title: CEO

Phone: 972-316-3663 Email: jtaylor@bluelearning.com

1) Is the operator registered with Ohio’s Secretary of State? Yes

2) Is the operator affiliated with any other operators throughout the state of Ohio? (Affiliated means any individual, organization, or nonprofit organization that is officially connected to the operator.)

Yes

If yes, please list all operators with which the operator is affiliated. FusionEd

OPERATOR’S EXPERIENCE OPERATING ONLINE SCHOOLS

- 1) Describe the operator’s experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.
- 2) Describe the operator’s assessment of the degree to which each of the operator’s affiliated internet- or computer-based schools is meeting the operating standards for online schools.
- 3) Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action.

If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator would take, including timeline for each action.

- 4) Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;
- 5) Has the operator managed a school that received a full-time equivalency determination issued by the state education agency? If so, please list the school(s) and year(s).

ADMINISTRATOR INFORMATION

If school does not have an operator, the Department will evaluate the school's administrator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state Ohio. Applicants should include the resume/vita for the school administrator and provide a response with additional detail about the administrator's experience. The response also should outline the plan for operation of the school and the administrator's role in implementing the educational plan for the school, and how school leader intends to leverage past experience.

ACADEMIC PERFORMANCE OF THE SPONSOR'S SCHOOLS

No submission is required of the sponsor. Please note this section pertains to all community schools, not just internet- or computer-based community schools. For this section, the Department will review the sponsor's schools' records of academic performance ***in all years under its sponsorship*** including assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section [3314.016](#) of the Revised Code and report cards and performance ratings issued for the sponsor's community schools under section [3302.03](#) and/or [3314.017](#) of the Revised Code. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

ACADEMIC PERFORMANCE RECORD OF OPERATOR'S AFFILIATED SCHOOLS

This section applies to affiliations with all community/public charter schools, not just internet- or computer-based community schools, over the operator's history. For this section, the Department will review the operator's affiliated schools' records of academic performance ***in all years under its operation*** including report cards and performance ratings issued for the community schools under section [3302.03](#) of the Revised Code and comparable performance ratings of out-of-state schools with which the operator has experience. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

- 1) If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in the state of Ohio since the operator's first year of operation. For each community/public charter school managed by the operator, provide the following:
 - name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier)
 - type of school (site-based or online)
 - first and most recent calendar years for which the operator managed the daily activities of the school
 - total years operator managed school
- 2) If the operator managed the operations of schools outside of Ohio, provide a complete and comprehensive list

year by year of all schools managed by the operator outside the state of Ohio. For each school managed by the operator outside of Ohio, identify the following information:

- School's unique school identifier
- School's name
- Type of school
- State of location of school
- List each school year with affiliation
- List overall state report card rating for that year
- URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system

NOTE: If the Department discovers that any of the information provided above is inaccurate, the applicant automatically will be ineligible to receive further consideration from the Department.

ALIGNMENT TO NATIONAL STANDARDS FOR ONLINE LEARNING

This section examines whether the proposed internet- or computer-based community school meets the [National Standards for Quality Online Learning](#).

The applicant, sponsor, and operator must work collaboratively to provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#). Please attach a copy of the completed narrative to this application. The Department will use the narrative to assign ratings for each set of standards (A-M) using the following criteria. Section ratings will be averaged and scored.

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points.
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points.
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points.
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points.
Not Addressed 0 Points	The application does not demonstrate a model of best practice, or this part of the application does not address the standards for quality online programs.

PREFERENCE FOR OPERATORS WITH PREVIOUS EXPERIENCE IN OHIO

The superintendent of public instruction may approve up to five new internet- or computer-based community schools each year. Should the Department receive more than five applications for new internet- or computer-based community schools each year, preference will be given to qualified applicants managed by an operator with experience managing schools in Ohio.

1) Does the operator have previous experience managing community schools in Ohio? Yes

2) How many years of experience does the operator have managing community schools in Ohio?
Less than 1 year.

3) List all consecutive and nonconsecutive years of experience operator has managing community schools in Ohio.
2024-2025 School Year

APPLICATION SCORING

Each application will be rated using the criteria included in the internet- or computer-based community school application rubric and receive a composite score by adding the scores from each of the sections in the rubric. In addition to the composite score, information pertaining to sponsor and operator experience in terms of statutory compliance will be reviewed. In cases where a section is not applicable, the points per section for the remaining applicable sections shall be adjusted to maintain the same proportional weight within the calculation.

Each applicant’s score and related information will be considered by the superintendent of public instruction in making decisions regarding the approval or disapproval of submitted and reviewed applications. The Department will determine annually the minimum threshold of total points earned to be recommended for approval. The superintendent of public instruction may approve up to five applications for new internet- or computer-based community schools to open for the upcoming school year.

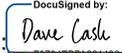
APPLICANT AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: Colleen Randazzo Position: Board President
Signature:  Date: 18/12/24
Colleen Randazzo (Dec 18, 2024 13:06 CST)

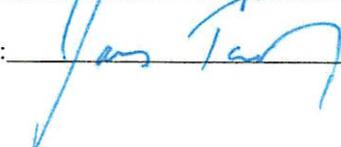
SPONSOR AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: David L. Cash Jr. Position: Superintendent
Signature:  Date: 1/8/2025
P0734EB7A221936...

OPERATOR AFFIRMATIONS

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Name: James Taylor Position: CEO
Signature:  Date: 12/16/2024

**APPLICATION AND
ATTACHMENTS TO
SPONSOR**



E-SCHOOL APPLICATION

2025 – 2026
SCHOOL YEAR

College Prep

iSchool Virtual Academy



E-SCHOOL APPLICATION

2025 – 2026

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INSTRUCTIONS

Please review these instructions, the enclosed timeline, and the attachment list before beginning this application. For more detailed instructions on completing this application, you may view the application webinar on the Charter School Specialists website or by clicking here: [APPLICATION WEBINAR](#)

The application consists of questions in twelve (12) sections, to allow for an evaluation of the capacity of the applicant to operate a charter school.

1. The first step is to complete the “Notice of Intent to Apply,” which can be found on the Charter School Specialists website or by clicking here: [NOTICE OF INTENT TO APPLY](#)
 - Upon receiving the Notice of Intent to Apply, the applicant will receive a ***school specific*** application, with unique links for uploading documents. Therefore, applications must not be duplicated.
 - If the proposed school is a replicator or virtual school, you will receive an application reflecting that.
2. Next, complete all application questions and provide all the mandatory attachments to the application.
 - All questions in each applicable section must be answered and all required attachments in those applicable sections must be provided for an application to be considered complete.

APPLICATION REQUIREMENTS:

- Please see the “Scoring Rubric” of each section, for specific criteria required for scoring on each question.
- In preparing responses to the application, please keep in mind answers to the specific requests carry significance beyond determining whether the applicant will be granted a contract. The answers will determine the specific terms of the contract and will establish parameters for the operation of the school.
- Applicants should be aware that the school will be held accountable for commitments made in the application, and the applicant should evaluate all responses to make sure the proposed plans are reasonable, feasible, and attainable.



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- Do not send unsolicited amendments following submission. If an item has been overlooked, please contact Angie Mann at amann@charterschoolspec.com first to determine the ability to submit additional documentation. *There will be a period available to submit supplemental information after the interview.*
- St. Aloysius and Charter School Specialists are looking for quality and clarity in the responses, not just volumes of information.
- Completion of the application does not guarantee a contract for a community school.
- Also note that receiving a score of 75% on the application does not guarantee a contract for a community school, only that the application is eligible to be recommended for approval.
- Schools may now be in any school district and not only in challenged school districts. If the school is in a school district with a lower free and reduced lunch rate or draws a high percentage of students with a lower free and reduced lunch rate, it may reduce the amount of state funds received.

ATTACHMENT REQUIREMENTS:

- All attachments are required to be in **PDF format** and titled with the Attachment Number, unless otherwise indicated.
- For questions that request a narrative response, you can upload an existing document,  use the scrollable text box, or create a Google document using the provided link.
- For some of the questions, an attachment may be provided, or the text may be copied and pasted from a document into the text box.
- Some questions allow for an optional attachment in addition to answering the question, or in lieu of answering the question.
- To upload a PDF attachment, click on the blue upload icon. 



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APPLICATION SUBMISSION:

1. The completed application and all the attachments should be submitted in the Shared Google folder that has been provided to the Applicant, after receiving the Notice of Intent to Apply. **The final submission should include:**
 - The PDF application with all the applicable sections complete.
 - The application should be saved as the “[School Name] New Application” in the appropriate Google folder (i.e., ABC School New Application)
 - All required attachments saved according to the Attachment Number and Name in the appropriate Google folder (i.e., Attachment 2—Development Team Resumes)
 - Any optional attachments saved according to the Attachment Number and Name in the appropriate Google folder.
2. The checklist provided at the front of the application should be completed to reflect that all the required attachments have been included. Please note, this list is not exhaustive as there are additional optional attachments that may be included as well.

OUR COMMITMENT:

Charter School Specialists will be a high performing sponsor that employs a team of qualified customer service oriented professionals dedicated to increasing access to high performing schools by expanding educational opportunities, improving school performance and ultimately lifting student achievement.

At St. Aloysius, we believe that every child deserves to receive a good education, no matter what challenges they may be facing. As part of our mission, we strive to be a leader in furthering education for all children throughout our community and statewide. Part of the way we fulfill this mission is by being a proud Charter School Sponsor for the state of Ohio.



E-SCHOOL APPLICATION

2025 – 2026

TIMELINE

APPLICATION PROCESS:

- The deadline to submit this application is **September 10, 2024**.
 - All submitted applications and attachments will be reviewed and scored in accordance with the scoring rubric.

INTERVIEW PROCESS:

- After the evaluation of the applications, Charter School Specialists (CSS) will conduct an interview with each applicant that scored high enough on the initial round of evaluation.
 - Interviews will take place beginning October 21st.
 - All the personnel that will be responsible for executing the plan for the school that are listed in the application, will be required to attend the interview.
- During the interview CSS will discuss the application and may allow an applicant to supplement the application or attachments that did not receive a perfect score.
 - The deadline for the additional information is **November 1, 2024**.
- After November 1st, Charter School Specialists will then make recommendations of approval to the St. Aloysius' Board.
 - Only applicants that score 75% of eligible points qualify for recommendation of approval.
 - Approvals are granted based on a review of points received, high need district, and consistency with the St. Aloysius and Charter School Specialists mission, vision, strategic plan and sponsorship priorities.
 - The sponsorship priorities for St. Aloysius and Charter School Specialists are that the organizations value expanding educational opportunities, improving school performance and ultimately lifting student achievement throughout the state of Ohio.
- Notice of approval or denial will be sent to applicants by **November 27, 2024**.



E-SCHOOL APPLICATION

2025 – 2026

CHECKLIST OF ITEMS NEEDED

	Application has been completed and answers to all questions have been provided
	Resumes of all Development Team Members
	Resumes of all Governing Authority Members
	Management Agreement or Job Descriptions of all Daily Operations Personnel
	Organizational Chart
	School Calendar
	Daily Student Engagement
	Letters of Community Support or Surveys of Community Support
	Operational Budget
	Five-Year Forecast
	Contribution of Funds
	Experience in Internet or Computer-Based Schools



E-SCHOOL APPLICATION

2025 – 2026

SECTION 1- GENERAL INFORMATION

Scoring Rubric: This section is not scored as part of the scoring rubric.

Primary Contact:

Phone:

Email:

Organization: N/A

Name of Proposed School:

Local School District:

Proposed School Year to Open:

Proposed Grades to be Served:

Proposed Address of the Administrative Offices:

Proposed Location of Student In-Person Testing Sites:
(List All Potential Testing Sites)

**If an in-person testing site has not been determined at the time of this application, please indicate the city or township that the market research was conducted for in the Local School District and Proposed Location of Student In-Person Testing Site rows.*

Has the applicant previously submitted or is currently submitting this school to any other sponsor for approval? Yes No



E-SCHOOL APPLICATION

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SECTION 2: DEVELOPMENT TEAM

The Development Team plays a critical role in starting the school. Team members should have a varied range of expertise.

2A- DEVELOPMENT TEAM MEMBERS:

Scoring Rubric: To receive a “Meets” on the questions under this section,

- There are multiple members of the Development Team
- There must be a resume for each Development Team member listed
- All resumes must have current contact information including email address, mailing address, and phone number
- The resumes of the members of the Development Team show that the members have a diverse set of skills
- The resumes of the members of the development team show that the members have expertise in at least 3 of the following areas: Business, Education, Finance, Technology, and Governance

Please list all the members of the Development Team, each member’s planned role in the development of the school, an email address for each member, and provide a resume for each member with current contact information including email address, phone number, and mailing address.

<u>NAMES:</u>	<u>ROLES:</u>	<u>EMAIL ADDRESSES:</u>



ATTACHMENT 2A: DEVELOPMENT TEAM RESUMES

Upload as a single PDF document titled: “Attachment 2A – Development Team Resumes”



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2B- DEVELOPMENT TEAM EXPERIENCE:

Scoring Rubric: To receive a “Meets” on this question, at least two (2) members of the Development Team have at least three (3) years of experience working with community schools or charter schools

Please describe the experience that the Development Team members have with any community or charter school, inside or outside of Ohio, and identify the role and years of experience for each Development Team member with this experience.

NAMES:	YEARS OF EXPERIENCE:	ROLES:



ATTACHMENT 2B: DEVELOPMENT TEAM EXPERIENCE

Upload as a single PDF document titled: “Attachment 2B – Development Team Experience”

DEVELOPMENT TEAM TRANSITION PLAN:

Scoring Rubric: These questions are not scored as part of the scoring rubric.

If any member of the Development Team plans to continue to be involved with the school or the Governing Authority after opening, please describe the role. If no members intend on a transition to the school or Governing Authority, please select N/A. N/A

Is any member of the Development Team currently involved with any charter/community school, in any capacity, inside or outside Ohio? Yes No

If yes to the above question, please list the charter/community school and the capacity with that school.



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SECTION 3- GOVERNANCE

The Governing Authority's role is vital to the school's success and future existence. The Governing Authority sets policies, establishes the budget and is the fiduciary agent for the community school. The Governing Authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The Governing Authority of the community school is the responsible entity and contracting party for any community school contract. Ohio Revised Code requires no fewer than five (5) members on each Governing Authority.

3A- GOVERNING AUTHORITY MEMBERS:

Scoring Rubric: To receive a "Meets" on the question under this section,

- There are at least three (3) Governing Authority Members listed
- There must be a resume for each Governing Authority Member listed
- All resumes must have current contact information including email address, mailing address, and phone number

Please list all the members of the Governing Authority, provide an email address for each member, and provide a resume for each member with current contact information, including email address, phone number, and mailing address .

<u>NAMES:</u>	<u>EMAIL ADDRESSES:</u>



ATTACHMENT 3A: GOVERNING AUTHORITY RESUMES

Upload as a single PDF document titled: "Attachment 3A - Governing Authority Resumes"



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3B- GOVERNING AUTHORITY MEMBERS EXPERIENCE:

Scoring Rubric: To receive a “Meets” on this question, at least 1 member of the Governing Authority must have at least 3 years experience working with community schools or charter schools and/or has experience working in a business-related area such as a company executive, an accountant, an attorney, or another similar professional field.

Please describe the experience that the Governing Authority members have with any community or charter school, inside or outside of Ohio, and identify the role and years of experience for each Governing Authority member with this experience.

<u>NAMES:</u>	<u>YEARS OF EXPERIENCE:</u>	<u>ROLES:</u>



ATTACHMENT 3B: GOVERNING AUTHORITY EXPERIENCE

Upload as a single PDF document titled: “Attachment 3B - Governing Authority Experience”

GOVERNING AUTHORITY LEGAL COUNSEL INFORMATION:

Scoring Rubric: This question is not scored as part of the scoring rubric. However, the expectation is that the legal counsel listed has experience with Ohio law as it pertains to community schools.

Under [Ohio Revised Code Section 3314.036](#), the Governing Authority must employ legal counsel who is independent from both the school’s sponsor and the operator. Independent counsel shall negotiate the school’s contract with the sponsor and the school’s contract with the operator. While no score will be given for this section, the expectation is that the legal counsel listed has experience with Ohio law as it pertains to community schools.

Name of Legal Counsel:

Address:

Phone:

Email:

Experience with Ohio Charter Schools:



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3C- GOVERNING AUTHORITY STRUCTURE:

Scoring Rubric: To receive a “Meets” on this question the Governing Authority Structure statement or bylaw must contain:

- There will be a minimum of five (5) members
- How and When meetings are held
- The length of Governing Authority member terms
- Conditions for removal of a Governing Authority Member
- Information on Governing Authority member recruitment

Please describe the Governing Authority Structure, including how/when meetings will be held, terms for members, conditions for removal of a Governing Authority member, and recruitment of new members, etc. (This information is typically contained in the by-laws.) A draft of the bylaws may be uploaded as a response.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the user to describe the Governing Authority Structure or upload a document.



ATTACHMENT 3C: GOVERNING AUTHORITY STRUCTURE (BY-LAWS)

Upload as a single PDF document titled: “Attachment 3B - Governing Authority Structure”



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3D- GOVERNING AUTHORITY MONITORING:

Scoring Rubric: To receive a “Meets” on this question, the description will clearly identify the method in which the Governing Authority will monitor, measure, and evaluate the management organization and/or the school leader.

Please describe the Governing Authority’s plan to monitor, measure, and evaluate the management organization’s or the school leader’s performance. If a monitoring/evaluation tool is going to be used, the monitoring/evaluation tool may be uploaded as supporting documentation.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox. 



ATTACHMENT 3D: GOVERNING AUTHORITY MONITORING

Upload as a single PDF document titled: “Attachment 3D – Governing Authority Monitoring”

GOVERNING AUTHORITY INVOLVEMENT:

Scoring Rubric: This question is not scored on the scoring rubric.

Is any member of the Governing Authority currently involved with any charter/community school, in any capacity, inside or outside Ohio?

Yes

No

If yes to the above question, please list the charter/community school and the capacity with that school.



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MANAGEMENT

MANAGEMENT STRUCTURE:

Schools are operated either by a management organization or self-managed by a school leader.

Please review the definitions below and determine which management structure the school will be following. Select the option that corresponds to the applicant's actual or intended management structure, even if the specific management style has not yet been contracted.

Once selected, please only answer the questions in the appropriate section.

MANAGEMENT ORGANIZATION

An organization that manages the daily operations of a community school pursuant to a contract between the management organization and the school's governing authority or a non-profit organization that provides programmatic oversight and support to a community school under a contract with the school's governing authority and that retains the right to terminate its affiliation with the school if the school fails to meet the organization's quality standards.

[Continue to Section 4](#)

SELF-MANAGED

Management of the daily operations of the school is through the School leader and the delegation of tasks is to employees under the School leader's direct control. The governing authority employs the School leader and all employees.

[Continue to Section 5](#)



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SECTION 4- MANAGEMENT ORGANIZATION

Only answer the questions below if the school is operated or intends to be operated by a management organization. If a management organization currently operates schools and has a model it is replicating, please fill out the [Replicator Application](#).

ORGANIZATION TYPE:

Scoring Rubric: The following information is not scored on the scoring rubric.

What type of organization is the management company?

EMO (EDUCATIONAL MANAGEMENT ORGANIZATION)

A for-profit entity that contracts with new or existing public-school districts and charter schools to manage charter schools by centralizing support, operations, and oversight.

CMO (CHARTER MANAGEMENT ORGANIZATION)

A nonprofit organization that operates or manages two or more charter schools (i.e., either through a contract with the charter schools or as the charter holder) linked by centralized support, operations and oversight.

OTHER:

MANAGEMENT ORGANIZATION INFORMATION:

Organization Name:

Contact Person:

Phone:

Email:

Management Organization EIN:

Management Organization IRN:



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4A- MANAGEMENT AGREEMENT:

Scoring Rubric: To receive a “Meets” on this question, a final or template management agreement must be submitted.

If a management agreement has not been finalized, provide a copy of the management agreement template as a PDF document titled, “Management Agreement Draft.”



ATTACHMENT 4A: MANAGEMENT AGREEMENT

Upload as a single PDF document titled: “Attachment 4A – Management Agreement”

4B- ROLES AND RESPONSIBILITIES:

Scoring Rubric: To receive a “Meets” on this question, provide a detailed description of the management organization's role with managed school(s), and a detailed description of the management organization's responsibility to the governing authority.

Please provide 1) A detailed description of the management organization’s role with managed school(s), and 2) A detailed description of the management organization’s responsibility to the governing authority.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox. 



ATTACHMENT 4B: ROLES AND RESPONSIBILITIES

Upload as a single PDF document titled: “Attachment 4B – Roles and Responsibilities”



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4C-ORGANIZATIONAL STRUCTURE:

Scoring Rubric: To receive a “Meets” on this question, the management organization’s organizational chart will be uploaded, and the organizational structure will identify specific individuals or roles who will be responsible for day-to-day operations of the school in each of the following categories:

- School leader/Principal
- Testing and Assessments
- Human Resources
- Training and Professional Development
- Building Maintenance and related services
- Marketing/Enrollment
- Purchasing; Technology
- Sponsor Compliance
- Finance
- Education Management Information Systems
- Federal Programs

Please provide a description of the organizational structure of the management organization including specific individuals who will be responsible for the day-to-day operation and success of the proposed school.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 4C: ORGANIZATIONAL CHART

Upload as a single PDF document titled: “Attachment 4C – Organizational Chart”



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4D- COMMUNICATION PLAN:

Scoring Rubric: To receive a “Meets” on this question, the communication plan should describe any reports that will be provided to the governing authority, how often the communication is expected, and the communication plan should align with the Governing Authority structure described.

Please describe management organization’s plan for communicating with the Governing Authority. The plan should describe any reports that will be provided to the Governing Authority and how often communication is expected. This plan should also align with the governing authority structure described in this application.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the user to enter their communication plan or attach a document.



ATTACHMENT 4D: COMMUNICATION PLAN

Upload as a single PDF document titled: “Attachment 4D – Communication Plan”



E-SCHOOL APPLICATION

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4E- BUSINESS AND GROWTH PLAN:

Scoring Rubric: To receive a “Meets” on this question, a formal statement of attainable business goals has been provided along with the plans for reaching the business goals. The business goals should contain information on the academic, financial, and operational goals of the company. The answer must also include information on the number of schools the organization plans to open over the next five (5) years.

Please provide the following:

- 1) A formal statement of the management company’s business goals,
- 2) The reasons the business goals are attainable,
- 3) The plans for reaching the business goals which contains information on the academic, financial and operational position of the organization over multiple years,
- 4) A statement about how many schools the organization plans to open over the next five years.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the user to provide their business and growth plan.



ATTACHMENT 4E: BUSINESS AND GROWTH PLAN

Upload as a single PDF document titled: “Attachment 4E – Business and Growth Plan”



E-SCHOOL APPLICATION

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4F- ADDITIONAL CONTRACTORS

Scoring Rubric: To receive a “Meets” on this question, it must be clear that between support services described in the organizational structure and those described in this section, all required daily support services will be provided.

List below the names of all contractors, or potential contractors, that will provide daily support services to the school that are not provided by a management organization. If a provider has not been selected, list the service and those entities currently in negotiations to provide the services.

<u>NAME:</u>	<u>CONTACT INFORMATION:</u>	<u>SERVICES TO BE PROVIDED:</u>



ATTACHMENT 4F: ADDITIONAL CONTRACTORS

Upload as a single PDF document titled: “Attachment 4F – Additional Contractors”



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SECTION 5- SELF-MANAGED

(Only answer the questions below if the school will be self-managed during the term of the charter.)

DAILY OPERATIONS:

School Leader/Principal:

Testing and Assessments:

Human Resources:

Training and Professional Development:

Building Maintenance and related services:

Marketing/Enrollment:

Purchasing:

Technology:

Sponsor Compliance:

Finance:

Education Management Information System:

Federal Programs:

5A- OPERATIONS RESUMES /JOB DESCRIPTIONS:

Scoring Rubric: To receive a “Meets” on this question, either the applicant has provided resumes for all persons listed above showing relevant experience in each of the assigned areas OR the job description for each position has been provided and the job description identifies that the employed person must have the relevant experience.

Please provide a copy of the resumes for all the individuals listed above showing relevant experience OR a job description showing each of the assigned areas of the relevant experience required in the job description.



ATTACHMENT 5A: OPERATIONS RESUMES / JOB DESCRIPTIONS

Upload as a single PDF document titled: “Attachment 5A – Operations Resumes” OR “Job Descriptions”



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5B- ORGANIZATIONAL CHART:

Scoring Rubric: To receive a “Meets” on this question, an Organizational Chart must be uploaded.

Please provide the overall organizational chart with information regarding the reporting expectation of each individual involved in the daily operations.



ATTACHMENT 5B: ORGANIZATIONAL CHART

Upload as a single PDF document titled: “Attachment 5B – Organizational Chart”

5C- COMMUNICATION PLAN:

Scoring Rubric: To receive a “Meets” on this question, the communication plan should describe any reports that will be provided to the governing authority, how often the communication is expected, and the communication plan should align with the Governing Authority structure described.

Please describe the school leader’s plan for communication with the Governing Authority. The plan should describe any reports that will be provided to the Governing Authority and how often communication is expected. This plan should also align with the Governing Authority structure described in this application.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 5C: COMMUNICATION PLAN

Upload as a single PDF document titled: “Attachment 5C – Communication Plan”



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5D- BUSINESS AND GROWTH PLAN:

Scoring Rubric: To receive a “Meets” on this question, a formal statement of attainable business goals has been provided along with the plans for reaching the business goals. The business goals should contain information on the academic, financial and operational goals of the Governing Authority. The answer must also include information on the number of schools the Governing Authority plans to open over the next five (5) years.

Please provide the following:

- 1) A formal statement of the Governing Authority’s business goals,
- 2) The reasons the business goals are attainable,
- 3) The plans for reaching the business goals which contains information on the academic, financial, and operational position of the organization over multiple years,
- 4) A statement about how many schools the organization plans to open over the next five (5) years.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 5D: BUSINESS & GROWTH PLAN

Upload as a single PDF document titled: “Attachment 5D – Business & Growth Plan”



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5E- ADDITIONAL CONTRACTORS

Scoring Rubric: To receive a “Meets” on this question, it must be clear that between support services described in the daily operations section and those described in this section, all required daily support services will be provided.

List below the names of all contractors, or potential contractors, that will provide daily support services to the school that are not listed in the self-management section.

<u>NAME:</u>	<u>CONTACT INFORMATION:</u>	<u>SERVICES TO BE PROVIDED:</u>



ATTACHMENT 5E: ADDITIONAL CONTRACTORS

Upload as a single PDF document titled: “Attachment 5E – Additional Contractors”



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SECTION 6- CURRICULUM & STAFFING

Scoring Rubric: The following information is not scored on the scoring rubric.

Describe your school and what you think will make it unique.

6A- MISSION, VISION, AND PHILOSOPHY:

Scoring Rubric: To receive a “Meets” on this question there must be a mission statement with intent and purpose, a vision statement with anticipated operation, function, and success of the school over time, and there must be a philosophy which describes values and beliefs by which the school will operate.

Please identify the school’s mission statement which includes intent and purpose. Please identify the school’s vision statement including anticipated operation, function, and success over time. Also, identify the school’s philosophy which describes the values and beliefs by which the school will operate.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 6A: MISSION, VISION, AND PHILOSOPHY

Upload as a single PDF document titled: “Attachment 6A – Mission, Vision, & Philosophy”



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EDUCATION PLAN

6B- CURRICULUM MODEL:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following:

- Specific standards for all core content
- Specific standards for all non-core content (i.e., physical education, music, art, technology)
- Information on social-emotional learning as well as having information on the four learning domains

Please describe the curriculum model the school plans to use.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to describe the curriculum model.



ATTACHMENT 6B: CURRICULUM MODEL

Upload as a single PDF document titled: “Attachment 6B – Curriculum Model”



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6C- INSTRUCTION:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following: detailed information about the instruction delivery methods, strategies, and techniques that will be used.

Explain in detail the primary evidence-based instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in the school to support success for all students.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to provide detailed information about instructional delivery methods, strategies, and techniques.



ATTACHMENT 6C: INSTRUCTION

Upload as a single PDF document titled: “Attachment 6C – Instruction”



E-SCHOOL APPLICATION

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6D- LITERACY SKILLS:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following:

- Specific details about how the literacy skills will be developed
- The specific details are in alignment with Ohio literacy laws, rules, and guidelines

Please describe how the school will develop literacy skills across all ages, grades, and subjects, as well as building the capacity for effective literacy instruction.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to describe how the school will develop literacy skills across all ages, grades, and subjects, as well as building the capacity for effective literacy instruction.



ATTACHMENT 6D: LITERACY SKILLS

Upload as a single PDF document titled: “Attachment 6D – Literacy Skills”



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6E- FUTURE SUCCESS:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following:

- A description of its vision for student success
- A description of what student success is
- A detailed plan about how to achieve that student success, including information about how this will be measured and tracked
- The applicant’s detailed plan is reasonable and student success under this plan appears to be attainable.

How does the school define future success for students and how will the school identify and support the student’s future success?

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to provide their response to the question about future success.



ATTACHMENT 6E: FUTURE SUCCESS

Upload as a single PDF document titled: “Attachment 6E – Future Success”



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6F- SCHOOL CALENDAR:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided the following:

- A proposed school calendar
- The school calendar is comprehensive and includes professional development days, assessment days, vacation days, and the number of hours school will be in session

Please provide a copy of the proposed school calendar.



ATTACHMENT 6F: SCHOOL CALENDAR

Upload as a single PDF document titled: “Attachment 6F – School Calendar”

6G- DAILY STUDENT ENGAGEMENT:

Scoring Rubric: To receive a “Meets” on this question, the applicant has provided a daily student engagement plan which describes a student’s typical day, all the online and offline learning and student engagement time, the teacher/staff planning time, and if the school has indicated additional services will be provided, these services should be included in the descriptions.

Please provide a copy of the student engagement plan.



ATTACHMENT 6G: STUDENT ENGAGEMENT PLAN

Upload as a single PDF document titled: “Attachment 6G – Student Engagement Plan”



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6H- ANTICIPATED ACADEMIC CHALLENGES:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has:

- Sufficiently described at least two academic challenges that the school could face; and
- Provided a detailed plan on how to overcome those challenges. The plan must include the steps that will be taken, the timeline for those steps, and the measures used to evaluate the effectiveness of those steps.

Please describe the biggest academic challenges you anticipate in opening your school and how you plan to overcome them. (*Examples include recruiting and retaining qualified educators, working with community organizations, developing high quality instructional programs, and attracting new students.*)

If you do not have an existing document to attach, please [click here](#) to create one. Or use provided textbox. 



ATTACHMENT 6H: ANTICIPATED ACADEMIC CHALLENGES

Upload as a single PDF document titled: “Attachment 6H – Capacity to Institute Curriculum”



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STAFFING PLAN

6I- RECRUITMENT:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided:

- A plan for the recruitment of teachers;
- The plan will have specific details as to the process of receiving applications, interviewing, and offering positions.

Please describe how you plan to recruit quality teachers.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to describe their recruitment plan.



ATTACHMENT 6I: RECRUITMENT

Upload as a single PDF document titled: “Attachment 6I – Recruitment”



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6J- HIRING PROCESS:

Scoring Rubric: To receive a “Meets” on the questions under this section, the applicant has provided:

- A plan that specifically describes the steps that will be taken to ensure that teachers and faculty that are offered positions have values that align with the school's core principles.

Please provide a plan for the school to hire faculty and staff with values that align to the school's core principles (mission/vision/philosophy).

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to provide their hiring process plan.



ATTACHMENT 6J: HIRING PROCESS

Upload as a single PDF document titled: “Attachment 6J – Hiring Process”



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SECTION 7- DEMOGRAPHICS AND MARKET RESEARCH

7A- SCHOOL MODEL:

Scoring Rubric: To receive a “Meets” on this question, a thorough explanation and analysis of each of the six criteria listed below has been provided.

Please provide the following:

- 1) An explanation with reasons that the applicant believes Ohio would benefit from an additional internet or computer-based school,
- 2) A description of how the school model is unique from the other online school models in Ohio,
- 3) Specific data that shows the need for the school’s model,
- 4) The grade levels, ages, and specific demographics that this school is proposing to serve,
- 5) The expectations of student’s academic performance,
- 6) The expectations of any non-academic school or student goals and how the school plans to hold itself accountable.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to provide their school model details.



ATTACHMENT 7A: SCHOOL MODEL

Upload as a single PDF document titled: “Attachment 7A – School Model”



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7B- COMMUNITY SUPPORT:

Scoring Rubric: To receive a “Meets” on this question, support from the community must be evidenced by letters of support dated within one (1) year of the application or surveys. Providing a robust plan to establish community support may receive a “Partially Meets.”

Provide evidence of community support for the school. Examples of evidence of community support could be letters of support from the community showing support for the school or surveys of local residents indicating a need/desire for this type of community school. Any letters of support must be dated within one year of application date and specifically support this school in this location.



ATTACHMENT 7B: COMMUNITY SUPPORT

Upload as a single PDF document titled: “Attachment 7B – Community Support”

7C- RECRUITMENT, MARKETING PLANS, AND STUDENT ENROLLMENT:

Scoring Rubric: To receive a “Meets” on this question, the description should contain each of the four (4) criteria noted above and the evidence provided must reflect a realistic and attainable plan to recruit students and maintain enrollment. This should align with the enrollment projections below.

Please provide the following: 1) A discussion of the school’s current recruitment and marketing plans, 2) A discussion of the plans to maintain student enrollment, 3) Discuss the plan to counter attrition at all grade levels, and 4) A discussion regarding future marketing strategies. (Examples of evidence of Recruitment and Marketing Plans are copies of promotional or recruitment materials including media plans, marketing plans, open house schedules, etc.)

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 7C: RECRUITMENT & MARKETING PLANS

Upload as a single PDF document titled: “Attachment 7C – Recruitment & Marketing Plans”



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7D- EXPERIENCE WITH STUDENT DEMOGRAPHICS OF THE PROPOSED COMMUNITY:

Scoring Rubric: To receive a “Meets” on this question, a formal statement is provided showing that there is adequate and relevant experience with student demographics that are similar to the demographics of the community for the proposed location.

Please describe and provide data evidencing experience with student demographics that align with the community of the proposed school location.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the applicant to provide their response to the question regarding experience with student demographics.



ATTACHMENT 7D: EXPERIENCE WITH STUDENT DEMOGRAPHICS

Upload as a single PDF document titled: “Attachment 7D – Experience with Student Demographics”



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ENROLLMENT PROJECTIONS:

Scoring Rubric: This question is not scored on the rubric.

Please enter projected enrollments in the spaces below. Enter N/A for grades not served. Please note that Ohio law requires a total of at least twenty-five (25) students be fully enrolled to open. These projections will be considered in conjunction with the Facilities, Financial, and Staffing (Ed Plan) portions of the application.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1 st Grade					
2 nd Grade					
3 rd Grade					
4 th Grade					
5 th Grade					
6 th Grade					
7 th Grade					
8 th Grade					
9 th Grade					
10 th Grade					
11 th Grade					
12 th Grade					
Total # of Students					



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SECTION 8- FINANCES

FISCAL OFFICER INFORMATION:

Scoring Rubric: This question is not scored on the scoring rubric.

Name of Fiscal Officer:

Address:

Phone: Email:

Number of Schools Representing:

Years of Experience with Ohio Charter Schools:

8A- OPERATIONAL BUDGET:

Scoring Rubric: To receive a “Meets” on this question, the budget should be provided, be on the Ohio Department of Education’s Annual Budget Template, be complete, align with the enrollment projections in Section 7, and realistically reflect enrollment, revenue, and expenditures of the school.

Using the [Ohio Department of Education and Workforce’s School Annual Budget Template](#), provide the school’s first year budget with monthly detail showing expected cash flow, assets and liabilities. The information in the budget should align with the enrollment projections listed in Section 7. Should the anticipated enrollment be lower in free and reduced lunch, please consider the impact of not receiving the maximum DPIA funds in making the projections. For additional guidance, see the [Community School Annual Budget Guidance](#).



ATTACHMENT 8A: OPERATIONAL BUDGET

Upload as a single PDF document titled: “Attachment 8A – Operational Budget”

8B- FIVE-YEAR FORECAST:

Scoring Rubric: To receive a “Meets” on this question, the Five-Year Forecast should be provided, be on the [Ohio Department of Education and Workforce’s School Five-Year Forecast Template](#), be complete, and realistically reflect the anticipated enrollment, anticipated revenue, and anticipated expenditures of the school.



ATTACHMENT 8B: FIVE-YEAR FORECAST

Upload as a single PDF document titled: “Attachment 8B – Five-Year Forecast”



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8C- CONTRIBUTION OF FUNDS:

Scoring Rubric: To receive a “Meets” on this question, signed letters of commitment have been provided that are acceptable to the sponsor.

Does the school have any individual or entity that has provided a letter guaranteeing a commitment of funds, or a letter with a commitment for contributions of in-kind services?

Yes No

If Yes, please upload the signed letters of commitment for contributions or in-kind services.



ATTACHMENT 8C: CONTRIBUTION OF FUNDS

Upload as a single PDF document titled: “Attachment 8C – Contribution of Funds”

8D- INITIAL FUNDING OF SCHOOL OPERATIONS:

Scoring Rubric: To receive a “Meets” on this question, a description of a plan has been provided that demonstrates an ability to fund the school during the interim period until the foundation funding payments have begun.

In Ohio, new community schools do not receive foundation funding payments from the state until October. Foundation funding payments are the payments received from the state based upon student enrollment. Please describe the governing authority’s plan for funding the school’s operations until the first foundation funding payment is received in October.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox. 



ATTACHMENT 8D: INITIAL FUNDING

Upload as a single PDF document titled: “Attachment 8D – Initial Funding”



E-SCHOOL APPLICATION

2025 – 2026

8E- FINANCIAL STABILITY:

Scoring Rubric: To receive a “Meets” on this question, a description of a plan has been provided that demonstrates an understanding of maintaining financial stability.

Please describe the governing authority’s plan to maintain the school’s short- and long-term financial stability and viability, including the plan for potential reductions in expenditures relative to fluctuating enrollment.

If you do not have an existing document to attach, please [click here to create one](#). Or use provided textbox.



A large, empty light blue rectangular area intended for the user to provide their response to the question regarding financial stability.



ATTACHMENT 8E: FINANCIAL STABILITY

Upload as a single PDF document titled: “Attachment 8E – Financial Stability”



E-SCHOOL APPLICATION

2025 – 2026

8F- NEW SCHOOL BOND:

Scoring Rubric: To receive a “Meets” on this question, an accurate description of the plan to secure a bond or written guarantee has been provided.

In Ohio, no community school may open until a bond in the amount of \$50,000 has been posted with the auditor of state to cover the costs of closing audits. In lieu of a bond, the school’s operator may provide a written guarantee to the auditor of state to pay the costs of any closing audits up to the amount of \$50,000. Please describe the governing authority’s plan to secure the bond. If the school will be operated by a management organization, the applicant can describe the governing authority’s plan to secure a written guarantee of payment.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



A large, empty light blue rectangular area intended for the user to provide a written guarantee or describe the plan to secure the bond.



ATTACHMENT 8F: CLOSING BOND

Upload as a single PDF document titled: “Attachment 8F – Closing Bond”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 9- INTERNET OR COMPUTER-BASED SCHOOL EXPERIENCE

(Only answer the questions below if the site for the school facility has been secured.)

YEARS OF EXPERIENCE:

Scoring Rubric: This question is not scored on the rubric.

Applicant/Operator Number of Years of Experience
Operating Community Schools:

Applicant/Operator Number of Years of Experience
Operating Community Schools in Ohio:

Applicant/Operator Number of Years of Experience
Operating Internet or Computer-Based Schools:

9A- DESCRIPTION OF EXPERIENCE:

Scoring Rubric: To receive a “Meets” on this question, a detailed description of the experience with operating community schools and/or internet or computer-based schools has been provided.

Please describe the Applicant/Operator’s experience with operating community schools and the Applicant/Operator’s experience operating internet or computer-based schools.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 9A: DESCRIPTION OF EXPERIENCE

Upload as a single PDF document titled: “Attachment 9A – Description of Experience”



E-SCHOOL APPLICATION

2025 – 2026

MANAGEMENT ORGANIZATION:

If the Applicant intends for the proposed school to use a Management Organization, complete the remaining questions below. If the Applicant does not intend for the proposed school to use a Management Organization, select N/A and skip to Section 10.

Management Organization N/A

9B- OPERATOR REGISTRATION:

Scoring Rubric: To receive a “Meets” on this question, the operator will be registered with the Ohio Secretary of State and will have provided the Operator Registration as a PDF attachment.

Is the operator registered with the Ohio Secretary of State? Yes No

If Yes, please upload the operator’s registration with the Ohio Secretary of State.



ATTACHMENT 9B: OPERATOR REGISTRATION

Upload as a single PDF document titled: “Attachment 9B – Operator Registration”

9C- OPERATOR ASSESSMENT OF INTERNET OR COMPUTER-BASED SCHOOLS:

Scoring Rubric: To receive a “Meets” on this question, a thorough explanation of the operator’s affiliated schools are meeting the operating standards for online schools will be provided.

Please describe the operator’s assessment of the degree to which each of the operator’s affiliated internet or computer-based schools is meeting the operating standards for online schools.



ATTACHMENT 9C: OPERATOR ASSESSMENT

Upload as a single PDF document titled: “Attachment 9C – Operator Assessment”



E-SCHOOL APPLICATION

2025 – 2026

9D- OPERATOR INTERNET OR COMPUTER-BASED SCHOOL TERMINATIONS:

Scoring Rubric: To receive a “Meets” on this question, the applicant will have described each instance in which an agreement has been terminated, the circumstances, actions, and timelines, or if no agreements were terminated, the applicant has described the circumstances, actions, and timelines it would take.

Please describe each instance where the operator terminated its agreement with any internet or computer-based schools including:

- a) The circumstances leading to the decision to terminate its agreement and,
- b) The specific actions taken by the operator and timeline for the action.

If the operator has not had to terminate an agreement with any internet or computer-based school, describe:

- a) The circumstances that would lead the operator to make the decision to terminate its agreement, and
- b) The specific actions and timeline for the actions.

If you do not have an existing document to attach, please click here to create one. Or use provided textbox.



ATTACHMENT 9D: OPERATOR TERMINATIONS

Upload as a single PDF document titled: “Attachment 9D – Operator Terminations”



E-SCHOOL APPLICATION

2025 – 2026

OPERATOR FTE DETERMINATIONS:

Scoring Rubric: To receive a “Meets” on this question, the operator will not have had any community schools with a full-time equivalency determination.

Has the operator had any community schools with a full-time equivalency (FTE) determination issued by a state education agency?

Yes

No

9E- OPERATOR ACADEMIC PERFORMANCE:

Scoring Rubric: To receive a “Meets” on this question, the applicant will have provided a list of all the schools inside and outside the state of Ohio, and the school’s weighted academic performance, based on the Ohio Department of Education and Workforce’s weighted scale, will be 2.50 or greater.

Provide a list of all schools managed by the operator, inside and outside of the state of Ohio, with the name of the school, state that the school is located in, the IRN of the school, and the academic performance of each school from the 2002 – 2003 school year until the current school year.



ATTACHMENT 9E: OPERATOR ACADEMIC PERFORMANCE

Upload as a single PDF document titled: “Attachment 9E – Operator Academic Performance”

9F- OPERATOR SELF-EVALUATION:

Scoring Rubric: To receive a “Meets” on this question, the applicant will upload a PDF of the self-assessment included in the Standards for Quality Online Programs, as well as the score received.

Please provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#). The self-assessment should be conducted, and the scores provided as a PDF attachment.



ATTACHMENT 9F: OPERATOR SELF-EVALUATION

Upload as a single PDF document titled: “Attachment 9F – Operator Self-Evaluation”



E-SCHOOL APPLICATION

2025 – 2026

SECTION 10- CONFLICT OF INTEREST

CONFLICT OF INTEREST:

Scoring Rubric: This question is not scored on the scoring rubric.

Has any member of the governing authority, development team, management company, or treasurer/fiscal officer, been involved with an entity that was involved in 1) bankruptcy, 2) closed for financial reasons, 3) had a finding for recovery, 4) designated as not auditable by the Auditor of State?

Yes No

If Yes to the above question, please list the school(s) or entities and identify the basis of the relationship in the fields below (i.e. contractor, employee of operator, treasurer, board member, etc.).

N/A

<u>SCHOOL OR ENTITY:</u>	<u>RELATIONSHIP:</u>



E-SCHOOL APPLICATION

2025 – 2026

SECTION 11- CAPACITY TO EXECUTE THE PLAN

CAPACITY TO EXECUTE THE PLAN:

The Applicant must demonstrate the capacity to start and maintain a quality charter school in all of the areas that are included in this application. The Capacity to Execute the Plan section has a total of 12 points, with 4 points being awarded to each of the three main groupings: Overall Administration; Overall Education; and Overall Financial.

- Overall Administration Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following sections: Section 2 Development, Section 3 Governance, Section 4/5 Management, Section 7 Demographics and Market Research, and Section 9 Internet or Computer-Based School Experience.
- Overall Education Evaluation is based upon the responses to the questions, the attachments provided, and the input received for Section 6 Education Plan.
- Overall Financial Evaluation is based upon the responses to the questions, the attachments provided, and the input received for the following section: Section 8 Finances.

Provide a brief summary of why your organization has the capacity to execute its plan for the school(s).

ANTHONY EDWARDS

409 Hillcrest Court

Hurst, Texas 76053

aedwards@bluelearning.com; 940.536.7958

PROFESSIONAL SUMMARY

Education professional with nearly 30 years of experience, possessing extensive knowledge in leadership, organizational culture, academic and operational performance, strategic planning, and growth. Proven expertise in community and stakeholder relations.

PROFESSIONAL EXPERIENCE

BLUE LEARNING/RESPONSIVEED, Lewisville, TX 3/2021 – Present
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2018 – 3/2021
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2016 – 5/2018
Vice President of School Expansion

- Support executive decisions by developing detailed business plans to assist the team in making informed decisions regarding expansion and growth opportunities. Identify and develop innovative, scalable, and resource-appropriate school growth opportunities.
- Utilize data and research to support recommendations including school expansion amendments, market analysis, demographic studies, and performance metrics to provide a robust foundation for executive decision-making. Offer actionable recommendations based on analysis of current trends, organizational needs, and competitive landscape to guide the executive team in making well-informed expansion decisions.
- Seek and establish new business partnerships and negotiate Memorandums of Understanding.
- Launch, activate and expand new and existing charter campuses in Texas and Arkansas ensuring all operational, educational, and regulatory requirements are met including capacity planning and resource allocation. Ensure projects are delivered on time, within scope, and on budget.
- Facilitate the seamless transition and closeout process for campuses, ensuring minimal disruptions and maintaining continuity for students, staff, and operations.
- Lead project teams and cross-functional teams by managing project timelines, identifying and mitigating risks, and resolving issues to ensure alignment and progress. Communicate contingency plans to stakeholders as needed to address potential issues. Maintain consistent communication with all involved teams to execute comprehensive plans for growth and development.
- Develop comprehensive budgets for new and existing campuses, including start-up cost estimates for furniture, fixtures and equipment, facilities, staffing, and supplies. Continuously monitor financial performance to ensure adherence to budgetary constraints and financial objectives.
- Collect, analyze, and interpret data to drive informed project decisions.
- Prepare, submit and monitor New Instructional Facility Allotment applications and address issues to ensure timely receipt of funding.
- Manage relationships with internal and external stakeholders, ensuring alignment with the organization's mission and goals. Cultivate and maintain partnerships that support the organization's strategic objectives and enhance its mission.

RESPONSIVEED – PREMIER HIGH SCHOOLS, Lewisville, TX
Executive Director of Schools

6/2015 - 5/2016

- Provided leadership and operational support to Regional Directors and Campus Directors across thirty-three Premier High Schools in Texas.
- Provided ongoing leadership and support to Regional and Campus Directors, ensuring alignment with organizational goals and effective school management.
- Monitored academic, operational, and financial performance, using data to inform decision-making and improvements.
- Completed leadership and campus performance evaluations and implemented performance improvement plans as needed.
- Conducted regular site visits along with Quality Standard Reviews to assess program compliance and performance.
- Successfully met enrollment, attendance, operational, academic accountability and financial goals by analyzing data, and conducting strategic meetings with school teams to review and enhance performance, and implement actionable improvement strategies.
- Developed comprehensive High School Graduation Toolkits and Resource Guides for district campuses.
- Developed school closeout and transition guides for the district to ensure a smooth transition and closeout for schools with minimal disruptions.

**RESPONSIVEED – TEXAS COLLEGE PREPARATORY ACADEMIES/
PREMIER HIGH SCHOOLS, Lewisville, TX**
Regional Director of Schools

3/2014 – 6/2015

- Provided strong leadership and guidance to ensure that campus directors effectively managed their schools and met performance goals.
- Implemented and monitored academic and operational programs to ensure engaging and effective learning environments were maintained across all campuses.
- Regularly assessed school performance results, including academic performance, operational efficiency, and financial management.
- Oversaw the financial aspects of the campuses, including monitoring budgets and ensuring fiscal responsibility. Addressed budgetary issues to maintain financial stability and support operational needs.
- Conducted thorough evaluations of campus performance and leadership, using insights to drive improvements and address issues.
- Developed and monitored campus-specific improvement plans based on performance evaluations and feedback, ensuring targeted and effective interventions.
- Addressed employee performance issues and developed performance improvement plans to address areas requiring improvement.

- Ensured that disciplinary issues were addressed and managed fairly and consistently in accordance with school policies and the district's code of conduct.
- Monitored and responded to community and parental concerns, maintained open lines of communication and fostered positive relationships with all stakeholders.

COMMUNITY EDUCATION PARTNERS

5/2008 – 7/2013

ACCELERATED LEARNING SOLUTIONS, Nashville, TN

Senior Vice President - School Activations & School Support

- Launched multiple charter school expansions across the state of Florida.
- Developed, executed, and monitored school opening timelines, project tasks and risks.
- Led and facilitated on-going collaborative meetings with cross-functional teams and team leaders.
- Oversaw the acquisition and merger of campuses throughout Texas, Georgia, Pennsylvania and Virginia.

COMMUNITY EDUCATION PARTNERS, Nashville, TN

5/2002 – 5/2008

Regional Vice President

- Provided leadership and operational support to alternative education campuses in multiple states; monitored school performance and state testing results; monitored campus improvement plans and completed performance evaluations with School Principals.
- Monitored campus staffing, school enrollment and attendance, and financial goals to ensure target goals were met by campuses.
- Implemented parent and community engagement plans with campuses.
- Conducted leadership conferences each summer with Principals and Assistant Principals.
- Developed and revised program policies and procedures for campuses.

COMMUNITY EDUCATION PARTNERS, Nashville, TN

2000 – 2002

School Administrator (Dallas, Texas)

- Provided leadership and supervision to campus staff and students.
- Established policies and procedures for 1,000 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
School Administrator (Houston, Texas)

5/1997 – 5/2000

Provided leadership and supervision to staff and students, established policies and procedures for 1,200 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
Assistant School Administrator, Houston Texas

5/1996 – 5/1997

Assisted School Administrator in providing school leadership and supervision, established school policies and procedures for students assigned to the Harris County Juvenile Justice Alternative Education Program (HCJJAEP).

AWARDS & APPOINTMENTS

- **Golden Apple Award for Outstanding Educators, 2006**
National Women of Achievement, Inc. Metro Southeast Houston Chapter
- **Pillar of the Community in Education Award, 2005**
Houston Education Support Personnel, Union Local 6330
- **Educator Focus Group, State Accountability Appointment, 2005-2009**
Texas Education Agency, Appointed by Commissioner of Education, Dr. Shirley Neely

EDUCATION

- **Stephen F. Austin State University, Nacogdoches, Texas; Master of Education**
- **Stephen F. Austin State University, Nacogdoches, Texas; Bachelor of Science**

REFERENCES AVAILABLE UPON REQUEST

Dr. Becky Rutledge

Work: brutledge@responsiveedtx.com (903) 221-7797

Personal: brutledge1010@gmail.com (903) 724-1545

1000 Grandys Lane Apt. 1111 - Lewisville, Texas - 75077

Educational History

Doctor of Education - Ed.D. Educational Administration - Texas A&M University-Commerce

Master of Education - M.Ed. Educational Administration - The University of Texas at Tyler

Bachelor of Arts - BA Education, Art, and Psychology - Stephen F. Austin State University

Professional Experience

Vice President of School Operations - Responsive Education Solutions (2024-present)

- Leading a division of 8 departments including athletics and transportation, behavioral and mental health, child nutrition, health services, quality standards review, safety and security, student records retention, and school support services for other special populations including low socioeconomic status, homelessness, foster care, and military connectedness

Regional Director - Premier High Schools - Responsive Education Solutions (2020-2024)

- Earned A ratings for the district and all assigned campuses, increased student attendance rates by up to 10%, increased enrollment numbers, 100% safety audit passing rate, oversaw renovations and new campus startups, managed large budgets and grants, participated in QSR process, served on several search committees and hiring committees, and provided professional development and team building

Director - UT Tyler University Academy at Palestine - The University of Texas at Tyler (2012-2020)

- Earned A ratings for district and campus as well as 7 out of 7 distinctions available, won multiple campus awards, managed a \$1.8M new campus construction project

Principal - Westwood Primary School - Westwood Independent School District (2008-2012)

- Earned Recognized ratings for the campus, managed a \$1.2M campus addition construction project, and reduced the number of office referrals from over 400 the previous year to less than 60

Assistant Principal - Palestine High School - Palestine Independent School District (2007-2008)

- Developed several new initiatives, served on multiple district and campus committees, and reduced student tardiness by over 50%

Teacher - Palestine High School - Palestine Independent School District (1998-2007)

Key Skills/Strengths

Visionary leader

Creative problem solver

Detailed task manager

Effective communicator

Positive culture builder

Collaborative team player

Active community member

Confident decision maker

Passionate educator

Proactive planner

Proficient technology utilizer

Dedicated hard worker

Personal Interests

World Traveler: I have visited 38 different countries/territories with students, friends, and family.

International Rotarian: I believe in service above self and my actions demonstrate my belief.

Knowledge Seeker: I have an insatiable passion for learning and love to experience new things.

References

Robert Davison - Chief Operating Officer - Responsive Education Solutions

Charles Cook

Chief Executive Officer/Superintendent/Board Member

1301 Waters Ridge Drive, Lewisville, Texas 75057 - 972.316.3663 - ccook@responsived.com

Overview

Charles Cook brings over 30 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult education program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district that now includes over 100 campuses and over 23,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach that fosters the students to become lifelong learners. He gives leadership and vision to his staff of 2,200 + employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles is a Founding Member of the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Experience

1999-Present Responsive Education Solutions

Chief Executive Officer / Board Member

Oversee operations of over 70 open-enrollment charter campuses

School District staff of 2200+ employees

Annual Revenue of \$153 million

Member of the Board of Directors

1995-1999 School of Tomorrow Publishers

Manager of Customer Service

Increased sales from 1.7 million to 3.4 million.

Manage 28 full-time employees.

Manage over \$1.3 million cost center budget.
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission

Educational Coordinator

Developed adult education program.

Over 100 program participants.

Professional / Civic Organizations

Texas Public Charter School Association (TPCSA)

Founding Member, Board President

Reach Out Youth Solutions

Board Chair

Education

Luther Rice Seminary

B.A., Church Ministries

Completed degree with 3.2 GPA

CHRIS BAUMANN

P.O. Box 292730, Lewisville, Texas 75029

Phone: 972.316.3663 - E-mail: cbaumann@responsiveed.com

Website: www.responsiveed.com - LinkedIn: www.linkedin.com/in/chrisbaumann

Chris Baumann serves as Chief Brand Officer and Chief Legal Officer for Responsive Education Solutions (“ResponsiveEd”), a nonprofit corporation that currently operates more than 100 nonprofit public schools (charters) throughout the United States. ResponsiveEd's mission is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence. ResponsiveEd facilitates the fulfillment of this mission through a network of subsidiaries that develop, refine, and implement innovative educational programs and services.

As Chief Brand Officer, Chris is responsible for ensuring that ResponsiveEd's educational models/brands, initiatives, strategies, policies, and procedures are aligned with the organization's overall mission and vision. In this role, he assists the CEO with organizational initiatives and provides leadership to ResponsiveEd's marketing and communications initiatives.

As Chief Legal Officer, Chris is responsible for the management of ResponsiveEd's legal services and for providing legal representation for ResponsiveEd before administrative, judicial, and legislative bodies. In this role, he provides leadership to ResponsiveEd's legal and human resources initiatives.

Chris has over 31 years of experience in public and private education, over 23 years of which have been spent working with nonprofit public schools.

An experienced public speaker, Chris has delivered hundreds of workshops and keynote speeches to educators and students in 32 states throughout the United States as well as cities throughout Mexico, England, and South Africa.

BAR ADMISSIONS

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

- National Council of School Attorneys
- Texas Council of School Attorneys

SELECTED PROFESSIONAL PRESENTATIONS

- Presenter, Texas Charter Schools Conference, “Religious Expression in Public Charter Schools: A Practical Guide to Understanding and Applying the First Amendment,” Grapevine, Texas (October 11, 2017)
- Presenter, Indiana Charter Schools Conference & Expo, “Avoiding Liability Under the Fair Labor Standards Act,” Indianapolis, Indiana (November 12, 2013)
- Presenter, Texas Charter Schools Conference, “Avoiding the Pitfalls of At-Will Employment,” Austin, Texas (December 5, 2012)
- Co-Presenter, Texas Charter Schools Conference, “Religious Expression by Charter School Employees,” Grapevine, Texas (May 13, 2010)

EDUCATION

- Texas Wesleyan University School of Law, Fort Worth, TX (now Texas A&M University School of Law)

J.D., Juris Doctor, 2008

Honors:

- Cum Laude (Finished in Top 6% of Class)
- The Order of Barristers

Participation:

- Law Review, Associate Editor
 - Board of Trial Advocates, President
 - Mock Trial Competition Team, Member
 - Moot Court Competition Team, Member
 - Moot Court Honor Society, Member
 - Phi Delta Phi International Legal Fraternity, Member
- The International Institute, Lewisville, TX

B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994

Honors: Summa Cum Laude

LICENSES & CERTIFICATIONS

- Kellogg Accelerated Marketing Leadership Program, Kellogg Executive Education, October 2023, Credential ID 84980316

EXPERIENCE

- Chief Brand Officer and Chief Legal Officer, Responsive Education Solutions, Lewisville, TX (November 2009–Present)
- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney’s Office, Civil Division, Fort Worth, TX (January 2006–December 2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (May 2006–July 2006)
- Director, Responsive Education Solutions, Lewisville, TX (September 1999–May 2008)
- Coordinator, School of Tomorrow, Lewisville, TX (August 1991–September 1999)

COMMUNITY ACTIVITIES

- Presenter, Temple Baptist Church, “A Historical Study of the ‘Wall of Separation between Church and State,’” Flower Mound, TX (August 2012–September 2012)
- Coach, National Mock Trial Competition, Texas Wesleyan University School of Law (now Texas A&M University School of Law), Fort Worth, TX (2009)

CHRIS WILLIAM PROKOPEAS

2129 Kimball Hill Court, Southlake, TX 76092

(817) 899-6865 / prokopeas@hotmail.com

LinkedIn Profile: <https://www.linkedin.com/in/chris-prokopeas-6100546/>

Role on Team : Marketing and Communications

Experience with charter schools – EVP of Marketing & Communications – 6 months

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS/BLUE LEARNING – Lewisville, TX

EVP of Marketing & Communications

2024-Current

- ✓ Evolve and diversify the integrated marketing and channel strategy across SEO, paid search, paid social, email marketing, display, retargeting, video to acquire and retain new students.
- ✓ Create and manage a brand framework that can be leveraged in multiple regions in the US. This includes consistent equity measures and relevant brand guidelines.
- ✓ Leverage the use of data and analytics with a clear understanding of the “full-funnel” marketing model.
- ✓ Implement a content marketing strategy that drives awareness, differentiation and interest.
- ✓ Manages direct responsibility for the media budget that drives first-time student enrollments.
- ✓ Leads the organization’s overall marketing, branding, and advertising and works closely with communications to increase awareness and student enrollment through optimizing digital marketing and social media.
- ✓ Targets appropriate student demographics and channels while utilizing metrics to evaluate the effectiveness of marketing programs and take on-going corrective actions as needed to reach /stretch objectives.
- ✓ Creates content that will attract potential students on new products/features and engage them in innovative ways to drive awareness via digital media and appropriate legacy media channels.
- ✓ Manage a team of 30 employees and a marketing budget of \$5 million.

AQUILA AVIATION GROUP – Frisco, TX (Hybrid)

VP of Marketing

2021-2023

- ✓ Developed and implemented comprehensive marketing strategies to drive revenue growth, increase market penetration, and enhance brand positioning.
- ✓ Lead development and management of the annual marketing plan and operating budget, ensuring all initiatives stay on budget and deliver an expected return on investment.
- ✓ Managed a team of 6 employees and a marketing budget of \$5 million.

GESA CREDIT UNION –Seattle, WA (Remote)

2nd largest credit union in WA with \$4B in assets

EVP of Marketing & Brand (Chief Marketing Officer)

2019–2021

- ✓ Responsible for the marketing and communication strategy for the Inspirus/Gesa merger which was the largest in WA state history.
- ✓ Employed marketing automation and CRM systems to create targeted digital campaigns, track analytics, and optimize ROI.
- ✓ Effective communicator across all levels of the organization up to Board level, able to prepare diverse, communications with sensitivity and emotional intelligence.
- ✓ Provide thought leadership and strategic direction to the credit union’s internal and external marketing, branding, and PR teams. Direct report to CEO.
- ✓ Managed a team of 25+ employees and a marketing budget of \$7 million.

DALLAS/FORT WORTH INTERNATIONAL AIRPORT - Dallas, TX

AVP of Marketing

2013-2019

- ✓ Developed and implemented marketing and communications strategies to increase utilization of domestic and international passenger services.
- ✓ Work with Dallas and Fort Worth CVBs, Dallas Chamber of Commerce, Fort Worth Chamber of Commerce, North Texas Commission, State of Texas Tourism Chamber, Dallas, and Fort Worth Economic Development

Council, and multiple cities throughout the North Texas region to bring tourism and economic development opportunities to DFW.

- ✓ Develop breakthrough and compelling content that is aligned with and supportive of DFW's brand story and essence. Beyond basic messaging and visuals shared through Twitter, Facebook, Instagram, and Snapchat, this includes influencing and shaping editorial content for bloggers, influencers, content for the website, and
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, Blogging, Social Media, Mobile, Website, and Influencer Marketing
- ✓ Develop and track key performance indicators and develop metrics to evaluate the effectiveness of airport marketing dollars, specifically, all digital marketing efforts.
- ✓ Lead all B2C and B2B marketing and communication efforts for the airport including Parking, Concessions, BDDD, and other DFW Airport departments.
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, and Mobile
- ✓ Lead all re-branding efforts for the DFW Airport brand including over 5,000 touchpoints.
- ✓ Worked with three advertising agencies to manage all creative campaign efforts, media plans, and promotions for the airport.
- ✓ Manage a staff of twelve people and a budget of \$14 million dollars: responsible for Brand Marketing, B2B and B2C Marketing, and Digital Marketing

WILLIAMSON-DICKIE COMPANY (Dickies, Kodiak, and Terra) - Ft. Worth, TX

Chief Marketing Officer

2008-2013

- ✓ CMO for \$2B+ global lifestyle branded Apparel/Footwear Company that is distributed in over 75 countries and has over 50 licensees in a variety of categories. The Dickies brand is the #1 brand of work wear/apparel globally while Kodiak is the #1 brand of footwear in Canada and Europe; the Terra brand is a high-end premium line of footwear. The position is responsible for brand management, strategic planning, positioning, product development, licensing, ad and media development and marketing for the company. sponsorships, promotions, consumer insights, public relations, retail marketing (trade shows, POS, co-op, and signage), online marketing, direct marketing, email marketing, catalog development, in-house creative, photo studio, and website for all three brands. Manage six primary agencies (Goodby Silverstein & Partners, Edelman, Landor, Filter, Millward Brown, and Switch).
- ✓ Manage a \$75MM advertising budget that includes five direct reports and a Marketing department of fifty professionals; department includes brand marketing, direct marketing, email marketing, online marketing, consumer insights, creative, photo studio, PR, sponsorships, promotions, catalog development, retail marketing (trade shows, POS, signage, fixtures, and co-op), online marketing, and website.
- ✓ Conducted the company's first Segmentation Study for the Dickies brand which identified three core segments and a new bull's eye segment for the company which was a blueprint for an entirely new media campaign which focused on a younger and more profitable demographic.
- ✓ Re-positioned the Dickies brand to be more aspirational and changed to new tag line "Wear with Purpose" which lifted brand awareness six percentage points from 83% to 97%: only behind Levi's and Wrangler. Launched new Dickies website in April 2009 which increased traffic by 45% and unique visitors by 88%; rolled out new functionality and merchandising features that increased avg ticket size by 25%.
- ✓ Incorporated new Global Brand Standards and Guidelines manual for all three brands (Dickies, Kodiak, and Terra boots) that was rolled out to all subsidiaries and licensees worldwide; also working on global Merchandising manual for all North America.

CAPITAL ONE BANK – Dallas, TX

Vice President of Marketing and Sr. Vice President of Marketing (CMO)

2004-2008

- ✓ SVP of Marketing for Fortune 200 financial services company and top ten bank with \$86B in deposits, \$146B in managed loans, and over 700 locations in Texas, Louisiana, New York, New Jersey, and Connecticut. The position is responsible for developing and carrying out the strategic branding, positioning, product development, ad development, and marketing for the company. In 2008, North Fork Bank will officially become part of Capital One Bank.
- ✓ Manage six primary outside agencies (BBDO, Fleishman Hillard PR, Pierpont PR, Interbrand, Avenue A/Razorfish, and ARC).

- ✓ Managed a \$250MM advertising budget that includes six direct reports and a Marketing department of over 100 professionals; department includes direct marketing, product marketing, brand marketing, marketing research, sponsorships/event marketing, regional marketing, merchandising, online, multicultural marketing, and marketing communications; 6 associates have received promotions.
- ✓ Successful launch of the Capital One Brand into banking; first mention increased by 17 pts while total consideration increased by 32 pts throughout the footprint. Increased sales traffic by 7% by focusing on convenience strategy.
- ✓ Support the following product areas for the bank including Deposits, Small Business, Mortgage, Commercial, Consumer Lending, Debit/Credit Cards, Insurance, Private Client Group, and work with Capital One Auto Finance (COAF), National Small Business, National Home Loans, and Capital One Direct Savings.
- ✓ Received Capital One Circle of Excellence Award for Capital One/Hibernia integration (only top 1% of all Capital One employees ever receive this honor).
- ✓ Led Ad Agency review process for Capital One Bank; started with over 100 agencies and narrowed it down to four finalists and then a winner via an integrated process.
- ✓ Delivered a cluster analysis that had started out with 42 segments and rolled into 8 high level segments which predicted purchase propensity based on product usage, demographics, and conjoint analysis to identify and recommend consumers next product for purchase.
- ✓ Led nine integration work streams for Capital One/Hibernia Bank to achieve smooth transition for the merger.
- ✓ Highly successful TX Expansion program - opened 40 new de novo branches in 2006 while driving record attendance (avg of 1,500 attendees), deposits (avg of \$1.5MM in deposits), and account openings (avg of 175 openings) through innovative Grand Opening program.

MORNINGSTAR FOODS (Division of Dean Foods)

Director & Sr. Director of Marketing (Intl Delight, Silk, Land O' Lakes Alliance, Hershey's Milks & Shakes, Folger's Jakada, Dean's Dips, and Marie's Salad Dressings) – Dallas, TX

2000-2004

- ✓ Managed P & L for \$1 billion Branded business; managed three direct reports and a Marketing department of 12 professionals, including 9 Brand Marketers and 3 in Consumer Insights and sensory; 3 received promotions.
- ✓ Managed annual marketing budget more than \$80 million.
- ✓ Instituted a strategic new product development team that launched 28 key products within a two-year period, resulting in \$125 million in incremental sales.
- ✓ Directed the cross-functional team that put the strategic framework together for the Land O' Lakes Alliance (Half & Half, Dairy Ease, Sour Cream, Aerosol, and other products) worth \$130 million in incremental sales.
- ✓ Re-launched and revitalized one of the flagship brands, International Delight, with new positioning, packaging, flavor improvements, and \$25 million in consumer marketing support with advertising agency, DDB; grew market share from 33.5 to 38.0, exceeding goal by 2.5 pts.
- ✓ Conducted first ever International Delight Brand Equity and Coffee Creamer Segmentation Study with Millward Brown; from the results of the study, chose ID's targets and unique positioning while total unaided awareness of ID went up by 7 pts.
- ✓ Repositioned the Hershey's Milks and Shakes to be more aspirational rather than the kid-centric positioning of the competition; used action sports such as X-Games and Tony Hawk sponsorship to deliver on this positioning and drive market share to 14% of the category in 9 months.

KRAFT FOODS (KCD/Brands Group)

Senior Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

1995-2000

- ✓ Selected to lead one of Kraft's most visible brands and reported to the Director of Marketing. Designated one of three "very high potential" leaders within Kraft cheese division. Worked with three outside agencies (J. Walter Thompson, LAGA, and Edelman).
- ✓ Managed P & L for Philadelphia Cream Cheese franchise - \$600 million business and a \$60 MM budget.
- ✓ Managed, coached, and developed a team of 5 direct reports; 2 received promotions.
- ✓ Analyzed consumer data to uncover key brand growth platform opportunities that played off Philly's positioning as a "heavenly treat." Introduced a new line of cream cheese snack products (Philly Cheesecake Snack Bars) that increased cream cheese category sales by 8% and produced sales of \$50MM in first year.

Brand Manager (KRAFT Macaroni & Cheese) – Glenview, IL

- ✓ Chosen to lead one of Kraft's fastest growing brands; managed four direct reports and one received a promotion. Worked with three outside agencies (Leo Burnett, Landor, and Edelman)
- ✓ Managed P & L for KRAFT Macaroni & Cheese franchise - \$460 million business
- ✓ Led the brand into a product licensing and promotions agreement with DC Comics Super Heroes; the product featured three different packaging graphics with eight DC Superhero pasta shapes; promotion included a free DC Comic book and a special subscription offer; sales increased by 14%.

Associate Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

- ✓ Managed a \$35 million dollar advertising/promotions budget. Worked on all Consumer Promotions for brand.
- ✓ Promoted to this position in 7 months, fastest in entire brand management class.

Assistant Brand Manager (Velveeta Brand) – Glenview, IL

- ✓ Conducted a price-gap analysis that looked at our brand portfolio pricing vs. private label.
- ✓ Led a cross-functional team that re-configured our whole line of packaging for warehouse clubs.
- ✓ Developed FY96 Marketing Plans for the Velveeta Brand.

S.C. Johnson Corporation – Racine, WI

Marketing Intern (Pledge Brand)

Summer 1994

- ✓ Conducted a study and then helped in the launch of a Pledge line extension into a new market.

QUAKER OATS CORPORATION (Grocery Division) – Chicago, IL

Brand Assistant (Gatorade)

1989-1993

- ✓ Managed development of key elements of new sampling program for new Gatorade flavors.
- ✓ Developed Gatorade & NBA strategy to drive incremental sales and to leverage consumers' passion for basketball at all levels.
- ✓ Created results-oriented marketing communication programs for the Grocery Division of Quaker Oats.

EDUCATION AND OTHER

EXECUTIVE EDUCATION: NORTHWESTERN UNIVERSITY (Kellogg School of Management)

Changing Strategic Direction (11/99); Pricing Strategies & Tactics (4/00); Cost Management Strategies for Improving Profitability (6/00)

THE UNIVERSITY OF MICHIGAN – Ann Arbor, MI

School of Business Administration (MBA)

Master of Business Administration (MBA), April 1995

Emphases in Marketing and Corporate Strategy; Graduate of the Executive Skills Program

Alumni Student Recruiter – 2000-2022

PURDUE UNIVERSITY – West Lafayette, IN

Krannert School of Management & School of Liberal Arts

Bachelor of Arts in Corporate Communication, May 1990

DIGITAL PROFICIENCIES:

Windows (Word, Excel, PowerPoint, and Project), Google Suite (Google Analytics, AdWords, Google Tag Manager), Adobe Creative Suite, Bing, Marketo, CRM & Marketing Automation (Salesforce Pardot and HubSpot), EZ Texting SMS campaigns, SEO/SEM/PPC (A/B Testing), Email, Programmatic Display, Affiliate ads, Retargeting, Social Media Channels (Facebook, Instagram, Twitter, Pinterest, LinkedIn, Snapchat, TikTok, and YouTube), Web (UX and UI), Tableau, Qualtrics, Medallia, and Project Management Software (Basecamp, Hive, and Trello)

ADDITIONAL:

Certification in Google Analytics and Google AdWords

Fluent in Greek; intermediate proficiency in German and Spanish

Christian Cutter, Ed.D.

717 Crestfield Drive, Flower Mound, TX 75022

303-570-7716 | ccutter@responsived.com | www.linkedin.com/in/ChristianCutterEdD

Educational Administration

Educational Leadership / Student Performance / Skills Development

Professional Summary:

- Offering 30 years of progressive experience in development and oversight of academic programs, policies, and initiatives to promote student growth and achievement.
- Senior leadership experience serving more than 67,000 students across multiple schools, with expertise in development, implementation, evaluation, and continuous improvement.
- Passionate education advocate successful in promoting positive organizational image; directing instructional programs to meet the needs of all students; and building top-performing teams.

Areas of Expertise:

- Instructional Leadership
 - Human Resources
 - Relationship Building
 - Budget Administration
 - Strategic Planning
 - Staff Development
 - Safety & Security
 - Accountability
-

Career Experience

Chief Academic Officer | 2018 – Present

Responsive Ed, Lewisville, TX

Currently overseeing academics for a multi-charter system serving 24,000 students in more than 100 schools. Responsible for academics, professional development, Career-Technical Education, Special Education, State and Federal Programs, Grants, Assessment and Accountability.

Selected Accomplishments:

- Oversaw the creation of an Alternative Teacher Licensure Program, from application to State approval.
- Developed and implemented staff development programs in Teaching, Mentoring Leading, Aspiring to the Principalship, and Instructional expertise.

Assistant Superintendent | 2017 – 2018

Option for Youth/Opportunities for Learning, Pasadena, CA

Oversaw the operation of 12 charters with 54 schools serving 35,000 students annually. Responsible for the continuous improvement of all academic performance, implementation of district improvement initiatives, coordination of central office staff and evaluation of school leaders, human resources, and the oversight of curriculum, professional development, Career-Technical Education, Special Education, and Virtual School.

...continued...

Christian Cutter

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Selected Accomplishments:

- Directed intensive implementation of workforce readiness skills into three forms of curriculum, including the coordination of experts to compliment instruction across all schools.
- Facilitated the expansion of a virtual education option for students, launching a summer school program for 3000 students.
- Led reduction in staff and re-organized leadership responsibilities to increase natural interdependencies and improve cost effective use of personnel.

President | 2014 – 2017

Citizens of the World Charter Schools, Los Angeles, CA

Provided oversight for operations of national organization of public, high achieving, community-based charter schools, directing senior staff responsible for academics, finance, accounting, legal, grant-writing, operations, human resources, administration, and information technology functions. Coordinated and monitored budgets from a variety of funding sources in accordance with established regulations and guidelines. Facilitated development of the Board of Directors in working to identify and set goals and long range planning.

Selected Accomplishments:

- Drove long term strategic planning efforts to improve and adapt academics, operations, finances, and human resources.
- Spearheaded organizational restructuring during key periods, implementing changes designed to support long-term organizational strategies.
- Approached programmatic and operational challenges by leading model codifications emphasizing identifying and implementing innovative solutions.

Assistant Superintendent | 2010 – 2014

Douglas County School District, Castle Rock, CO

Directed elementary, early childhood and K-12 special education for the district of 67,000 students, directly responsible for supervision, mentoring, and development of up to 60 school leaders. Followed continuous improvement model in operation of 48 school and 64 early childhood classrooms. Smoothed processes during transitional year, overseeing restructuring of procedures and processes, and managing pre-school enterprise ventures. Initiated development of new evaluation tool focused on unique roles, as well as new learning platform to improve teachers' access to lesson planning, assessment, and professional development.

Selected Accomplishments:

- Served as elementary Chief Academic Officer during district reorganization, to support transition.
- Received endorsement of district from Economic Development Council, commendations from the City Council, was named "2013 Community Partner of the Year" by major hospital.
- Expanded use of technology, launching "Bring Your Own Device" program and sharing Wi-Fi initiative with local law enforcement.
- Created and implemented Master of Arts in Education program in partnership with Argosy University, in order to support district succession and long-term administrative needs.
- Co-hosted programs on local television and radio discussing educational issues.

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Executive Director of Schools | 2007 – 2010

Colorado Springs District 11, Colorado Springs, CO

Led operations for 23 schools in a district of 33,000 students; oversaw business plan for 3,500 employee organization, meeting established outcomes of organizational development efforts such as culture assessment, institutionalizing core values and norms, and professional development.

Selected Accomplishments:

- Improved student performance at six sites targeted by state as possible “turnaround” sites by instituting intensive support structures.
- Developed graduate profile aligned with district re-visioning and branding efforts, championed profile and plan to internal and external stakeholder groups.

Principal | 2003 – 2007

Adams County School District 50, Westminster, CO

Managed all daily functioning of school, programs, students, and staff.

Selected Accomplishments:

- Raised performance on state tests in all subjects and grade levels by double digits over four years.

Additional Experience

Assistant Principal | Aurora Public Schools, Aurora, CO | 2002 – 2003: *Responsible for evaluations, special education, gifted and talented program, and professional development.*

Assistant Principal | Bromley East Charter School, Brighton, CO | 2001 – 2002: *Served on core leadership team to coordinate school construction, develop curriculum, and hire staff.*

Teacher | Various schools in Denver, New York City, West Indies, and Canada | 1994 – 2001.

Educational Background

Doctorate in Administration | Nova Southeastern University

Master of Arts in Administration | University of Colorado at Denver

Diploma in Child Psychology | International Correspondence School

Diplomas in Primary and Elementary Education | Toronto Montessori Institute

Bachelor of Arts in Economics | University of Western Ontario

Colorado Superintendent’s License | 255274

Massachusetts Superintendent’s License | ****496252

Corey Fischer

601 Oak Street, Pilot Point, Texas, 76258 | coreyfischer.home@gmail.com | 214-263-1454

Summary

Senior Accounting Manager with experience in various industries including manufacturing, transportation, oil field services, construction and real estate development/management. Substantial accounting policy implementation, financial and operational analysis, as well as C-level presentation and reporting exposure.

Highlighted Expertise

Financial Reporting, Internal Controls, Budgeting & Forecasting, Cash Management, Cost Accounting, Debt Compliance Reporting, Audit Preparation, Inventory Control, Sarbanes-Oxley (SOX)

Technical Experience

Operating Systems: PeopleSoft, Great Plains, QuickBooks, Hyperion, Timberline, AS400, SQL, FRX, MRI
Desktop Software: MS Office – Excel (Pivot Tables, VLookups), Power Point, Word

Professional Experience

Responsive Education Solutions (Lewisville, TX)

August 2016 – Present

Vice President – Finance

Charter school system that operates over campuses in the states of Texas and Arkansas serving more than 25,000 students using multiple different academic models.

- Serve as a senior officer and member of the Executive Leadership Team which establishes strategic plans, growth projections, and organizational improvement initiatives
- Direct financial operations of the company, leading a team of 30 professionals including General Ledger, Payroll, Purchasing, and Accounts Payable
- Oversee all Treasury functions of the organization which include the servicing of \$130 million in tax-exempt bonds
- Ensure internal processes and procedures are in compliance with all federal and state requirements
- Direct annual audit process and third party preparation and filing of federal tax returns

Universal Technical Institute (Irving, TX)

January 2012 – July 2016

Campus Controller

Nationwide provider of technical education training for students seeking careers in the automotive, diesel, collision repair, motorcycle and marine industries.

- Manage the accounting and purchasing functions comprised of two staff accountants and one purchasing receiver
- Provide financial and analytical support for campus and corporate management
- Provide account analysis and monthly operational reviews
- Ensure compliance with internal controls, including SOX controls, in all campus accounting processes
- Develop and lead the budget and reforecast process for the business unit

La Familia Distributing, LLC (Carrollton, TX)

December 2010 – December 2011

Controller

Full service food and beverage distributor of American and Mexican products throughout the United States.

- Supervise accounting department consisting of one general ledger accountant and three sales data entry staff
- Review / provide financial reporting package for executive management team, investors and third party lenders
- Quality control of Treasury functions within the organization
- Initiate and complete annual budgeting process for operations and capital requisitions
- Directed third party preparation and filing of federal and state tax returns

Alan Ritchey, Inc. (Valley View, TX)

October 2008 – November 2010

Controller

Multi-industry company providing services to government, manufacturing, transportation, environmental, oil field services and agriculture sectors.

- Managed accounting team including one Accounting Manager and seven staff accountants
- Generated financial reporting package for executive management team and third party lenders
- Implemented internal controls to ensure the effective administration of accounting policies and methodology
- Directed annual audit process and third party preparation / filing of federal and state tax returns
- Oversaw the implementation and completion of annual budgeting process for entire portfolio

Corey Fischer

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Huffines Communities (Dallas, TX) Controller

March 2007 – September 2008

Real estate company with a focus on developing master planned communities and mixed use developments.

- Led department with two general ledger accountants, accounts payable supervisor and a property manager
- Produced financial reporting package to executive management team and third party investors/lenders
- Performed financial analysis on multiple land development projects
- Managed annual audits for multiple entities
- Performed due diligence and valuation procedures on potential acquisitions

Centex Homes (Southlake, TX) Assistant Controller

March 2005 – February 2007

New home builder with a national reputation for quality and excellence.

- Supervised accounting department consisting of one senior accountant and three general ledger accountants
- Provided financial reporting to Corporate and Regional offices as well as to the division management team
- Reviewed the accuracy of budgets and financial projections for multiple projects in the company's portfolio
- Implemented and oversaw Sarbanes-Oxley control procedures
- Provided / recommended alternatives to work processes that increased efficiencies and financial results

Cooper & Stebbins (Southlake, TX) Assistant Controller

March 2002 – February 2005

Real estate company focused on the acquisition, development and management of retail properties, residential neighborhoods and community centers.

- Managed team of two general ledger staff accountants
- Organized all aspects of financial reporting to partners, lenders, and internal users
- Reviewed monthly general ledger reconciliations
- Performed property valuation and acquisition due diligence
- Completed annual tenant audits of operating expenses

Evergreen Alliance Golf Limited (Irving, TX) Senior Corporate Accountant

June 1999 – February 2002

Golf course development and management company that operates both daily fee and private golf courses.

- Trained and supervised team of four general ledger staff accountants
- Reviewed monthly financial statements and supporting schedules of operating entities for golf course owners
- Analyzed cost-of-sales figures for merchandise and food and beverage revenues
- Responsible for monthly reporting and filing of all TABC tax returns

Hicks, Muse, Tate & Furst (Dallas, TX) Property / Staff Accountant

August 1997 – May 1999

Private equity firm with interests in multiple industries including real estate, technology, media, and food.

- Oversaw reporting of investment projects including commercial, residential, hotel, and resort properties
- Generated monthly financial statement packages for all overhead (investing) entities
- Reconciled inter-company equity and debt balances
- Acted as a liaison between the investors/ partners, property managers, lenders and other critical key elements that made up the investment structure

Education

B.S., Accountancy, University of North Texas, Denton, Texas

B.B.A., Finance, University of North Texas, Denton, Texas

Corey Thomas

Executive Director of Information Services

Contact

6040 Parker Blvd, Apt 128
North Richland Hills, TX 76180
(214) 223-1362
cthomas@bluelearning.com

Education

University of Arkansas-Grantham
Associate of Science in Computer Science
(GPA: 3.14)

University of Arkansas-Grantham
Bachelor of Science in Computer Science
(GPA: 4.00 – Cum Laude)

Military

United States Navy
Information Systems Technician
(Nov. 1995-Sept. 2006)

Training

NEC IT-2735
Information Systems Administrator

NEC IT-2730
SNAP III System Administrator

NEC IT-2780
Network Security Vulnerability Technician

Google Project Management Professional

Cisco Certified Network Associate
(CMNO)

Cisco Certified Network Associate (CCNA)

Responsibilities/Experience

- 18 years of experience at ResponsiveEd working with K-12 charter schools.
- Responsible for Corporate and campus infrastructure upgrades.
- Work with Infrastructure Services on Cyber Security plans and procedures.
- Meet with department heads, managers, supervisors, vendors, and others, to solicit cooperation and resolve problems.
- Ensure the campuses have all hardware required for testing and daily instruction.
- Ensure the campuses have all technical support needed for testing and daily instruction.
- Oversee daily operations of the Information Services team to establish priorities and set deadlines.
- Work with both corporate and campus personnel to ensure support is being met for both hardware and software needs.
- Review project plans to plan and coordinate project activity.
- Stay abreast of advances in technology.
- Develop and manage work breakdown structure of information technology projects.
- Work with the Information Services team on the integration of all software solutions for ResponsiveEd.
- Responsible for Data and Voice cabling infrastructure installations.
- Work with ISP vendors to order both Data and Voice for campus use.
- Assign duties, responsibilities, and spans of authority to project personnel.
- Responsible for coordinating campus technology upgrades and hardware refreshes.
- Responsible for procurement of hardware and software for corporate and campus use.
- Develop or update project plans for information technology projects including information such as project objectives, technologies, systems, information specifications, schedules, funding, and staffing.
- Prepare project status reports by collecting, analyzing, and summarizing information and trends.
- Direct or coordinate activities of project personnel.
- Establish and execute a project communication plan.
- Prepare purchase orders and send copies to suppliers and to departments originating requests.
- Purchase necessary equipment.
- Respond to customer and supplier inquiries about order status, changes, or cancellations.
- Conduct annual inventory of all hardware at campuses and corporate offices.
- Identify, review, or select vendors or consultants to meet project needs.
- Monitor or track project milestones and deliverables.
- Plan and organize campus hardware refresh cycles and implement distribution of hardware.

Elaine Plybon

(eSchool curriculum, instruction, and school leadership)

3225 Cavalry Ridge Ct., Fredericksburg, VA 22408

Email: eplybon@gmail.com

Tel: 817-658-6899

Professional Experience

National Director of Virtual Learning October 2021 - present | Blue-X Virtual, Lewisville, Texas

- Implementation and oversight of a nationwide virtual learning program
 - Two virtual schools in Arkansas (iSchool Virtual Academy and Premier High School)
 - One virtual school in Ohio (CareerPrep Virtual High School)
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision of curriculum and instruction teams
- Ensure compliance with various state and federal regulations
- Research and ensure compliance with state-specific and federal regulations related to proposed and ongoing initiatives and programs
- Create processes for system development and implementation and monitor for fidelity
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement innovative processes
 - Curriculum design for student engagement
 - Instructional models to build community in virtual settings
 - Identification, response, and monitoring for at-risk students

Director of Personalized Learning Opportunities July 2019 - October 2021 | Keller ISD, Keller, Texas

- Oversight of district online and blended learning programs.
- Create processes for system development and implementation and monitor to ensure fidelity of implementation
- Development of partnerships across departments and with stakeholders and community members
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement intervention processes including identification, response, and monitoring for at-risk students
- Ensure compliance with applicable district, state, and federal regulations
- Management of district participation in statewide virtual learning programs
- Strategic planning for sustainability and growth of programs
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision and evaluation of staff, including two coordinators, 30-50 teachers, four facilitators, and 50+ mentors
- Fiscal responsibility and budget management

Coordinator of Virtual and Blended Learning 2017-2019 Keller ISD

- Coordination of the district online and blended learning program.
- Supervision of online teachers, mentors, and district facilitators of online and

- blended classes.
- Collaborate across district departments to serve the needs of students.

Facilitator of Transformative Learning–CTE, Innovation, and Virtual Learning

2015–2017 Keller ISD

- Research, development, and implementation of the district’s first online learning program
- Implementation of strategies for meeting the unique needs of students with special needs
- Presentations to school board for approval of programs, funding and to provide progress updates
- Instructional coach for district Career and Technology Education (CTE) teachers
- Planning and delivery of professional development based on identified areas of need for teachers

Instructional Resource Trainer 2013–2015 Keller ISD

- Instructional coaching support for district secondary science teachers
- Instructional design support in the area of technology integration
- Member of Science curriculum development teams

Instructional Technology Specialist and Online Teacher 2009–2012 Irving ISD

- Instructional coaching and support of campus teachers
- Needs assessments and planning/delivery of professional development
- Collaborative work with campus professional learning communities (PLCs)
- Member of Campus Improvement Committee (CIC)
- Chair of the staff development committee
- Project manager for online curriculum-writing teams
- Taught Professional Communications online

Coordinator, The Infinity Project 2008–2009 Southern Methodist University

- Planning, delivery, and coordination of professional development for middle and high school teachers
- Assisted with the logistical operations of the project

Science Instructional Specialist 2007–2008 Irving ISD

- Support campus science teachers
- Design and deliver enrichment activities for students to learn critical standards in science
- Taught science classes in Integrated Physics and Chemistry.

Secondary school teacher 2005–2008 Aledo ISD

- Taught Biology, Chemistry, and Geology/Meteorology/Oceanography
- Member of district health committee
- Performed duties as campus technology support

Education

Graduate Certificate in Educational Leadership, 2019 Lamar University (18 hours)

Master of Arts, Sociology 2015 Sam Houston State University

Bachelor’s Degree, Biology 2004 Wichita State University

Awards and Honors

Outstanding Commitment to Excellence and Innovation in Digital Learning 2023, Texas Distance Learning Association
EduJedi Innovator 2020, The Learning Counsel
20 to Watch Education Technology Leader 2014 National School Boards Association
Instructional Technology Specialist of the Year finalist 2012 Texas Computer Education Association (TCEA)
Leader of the Year 2012 Discovery Educator Network
Leadership Award 2011 Discovery Educator Network

Licenses and Certifications

Ohio Certified Educator, Principal 5-12
Texas Certified Educator, Principal as Instructional Leader PK-12, Science 8-12, Speech 7-12, English as a Second Language
Certified Design Futurist 2021 Institute for the Future in Palo Alto, California
Certified Forecast Practitioner 2016 Institute for the Future in Palo Alto, California.

Education Endorsements

Curriculum Leadership Academy Fellow 2019 Texas ASCD (40 hours)
AVID Summer Institute 2019 AVID
Curriculum Design and Assessment 2015-2016 International Center for Leadership in Education (ICLE)
Engage2Learn Coaches Academy 2015 Engage2Learn
Mentor Training – Train the Trainer 2014 Ginger Tucker
VESTED Approach Train the Trainer 2013 The Kolak Group
Sheltered Instruction Observation Protocol 2005 Region XI
Gifted and Talented Core 2005 Region XI

Community Service and Leadership

Area 11 Director 2019-2021 Texas Computer Education Association (TCEA)
President TCEA Virtual Learning Special Interest Group 2016-2019

Georgia Kalligeris

1301 Waters Ridge Drive • Lewisville, TX 75057 • (972) 316-3663 x294 • gkalligeris@responsivedtx.com

— Professional Summary —

- **Highly experienced professional** with expertise in managing and supporting the implementation of Enrollment, Student Information, Academic-Related, and Communication Systems for school districts.
- **Experienced systems business analyst** with a 15-year record of success in gathering & documenting business requirements, designing & testing applications, project management, user training & support, as well as monitoring for continuous improvements.
- **Expert in systems/process design, cost-reduction strategies and re-engineering.** Known for innovative problem solving, complex troubleshooting, process improvements and skillful relationship-building with internal employee teams & external vendors.

Experience

ResponsiveEd – Lewisville, TX

Responsible for the management & support of the Districtwide Student Enrollment and Tracking System.

EXECUTIVE DIRECTOR OF PEIMS & 3RD PARTY APPS,

Proven ability to serve as a liaison between districts and the Texas Education Agency (TEA) for the implementation of PEIMS-related changes. Experienced in overseeing a team responsible for State and Federal submissions, compliance, and data reporting. Skilled in facilitating discussions with key stakeholders to streamline data collection processes and procedures. Strong knowledge of Texas Education Code, Texas Administrative Code, and related state policies.

Key Results:

- Support district implementation and management of Enrollment, Student Information, and Communication Systems for accurate student data collection and reporting.
- Oversee a team responsible for coordinating data collection and state and federal-mandated submissions.
- Manage the creation of school calendars to ensure compliance with state requirements.
- Direct the compilation of district funding data, submitted every 6 weeks, and processed waiver requests for Low ADA, Missed School Days, Homebound Services, and Professional Development Days.
- Train school staff on PEIMS-related data entry and maintenance within the Student Information System (SIS).
- Partner with a team to develop data dashboards for improved visualization of trends and discrepancies.
- Facilitate discussions with Campus and Department Leaders to streamline data collection processes.
- Maintain up-to-date knowledge of the Student Attendance Accounting Handbook, Texas Education Code, Texas Administrative Code, and TSDS Web-Enabled Data Standards (TWEDS).

**PEIMS: Public Education Information Management System encompassing all data requested and received by TEA (Texas Education Agency) about public education, including student demographic and academic performance, personnel, financial, and organizational information.*

EQUATOR – An Altisource Business Unit, Plano, TX

Responsible for delivering large-scale projects (> \$1 million) by building or enhancing best practice/enterprise application solutions for the industry's largest default mortgage Servicers.

Senior Business Analyst, 7/12 to Present

Playing a key role in developing application solutions utilizing either Waterfall or Agile methodologies. Responsible for providing functional requirement documents for applications with multiple integration points, as well as managing project prioritization, delivering cost estimates, and leading client testing efforts along with appropriate issue handling/resolution.

Key Results:

- Leading discovery sessions with clients
- Leading design sessions with developers, testers and subject-matter experts to establish the technical vision, and analyze tradeoffs between usability and performance needs.
- Managing several aspects of the SDLC (functional approval, test planning, test execution, issue resolution, product support/training).
- Performing product demo sessions for clients.

EFG EUROBANK S.A., Athens, Greece

Responsible for the analysis of processes and the development of an application that influenced daily operations of 1000 employees, under one of the bank's General Divisions which granted more than 2 billion Euros in new loans (for 2010).

Senior Business Analyst / Project Manager, 6/08 to 06/12

Played a key role for documenting & analyzing end-to-end workflow processes, as well as adopting re-engineering methods for efficiency maximization. Co-managed a project that had the scope of replacing the software program for small business loans applications.

Key Results:

- Developed automated tools in Excel for: loan expense calculations, determination of supporting documentation needed based on the product requested, capacity projection model.
- Worked with all levels of management to drive consensus, collaboration and forward momentum toward the completion of project milestones as well as to optimize business processes.
- Guided a team of business analysts for the software program migration project.
- Monitored the impact of business process re-engineering results.

THE BANK OF CYPRUS, LTD., Athens, Greece

Responsible for the deployment of many applications of this private bank's wide range of banking services.

Senior Business Analyst / Team Leader, 1/04 to 6/08

Regarded as one of firm's leading subject matter experts (SMEs) on retail banking services projects, leading various phases of requirements gathering, application design & testing, documenting training materials & procedures, providing help desk support, and monitoring necessary maintenance.

Key Results:

- Delivered cost-reduction & profit-improvement software program solutions in the areas of: Loan Application & Processing, ATM services, Credit Cards, Teller System, Payment Services, and Product Parameterization.
- Coordinated & monitored the progress of all IT-related projects, as well as reported & presented the results for several committees. Successfully established the operation for the Projects Coordination Office (06/04 – 11/06).
- Supervised & mentored a team of 6 system business analysts (12/06 – 6/08).
- Interfaced directly with all levels of management and vendors so as to achieve successful results in the software development life cycle.

EGNATIA BANK S.A., Athens, Greece

Large privately-owned bank specialized in personal loans (especially housing & automobile).

Business Analyst, 12/01 to 1/04

Regarded as an internal consultant with an emphasis in reviewing documented processes and suggesting possible feasible solutions for improvement.

Key Results:

- Studied processes mainly performed in the Loans Center, such as receiving & processing applications, handling customer routine requests, and handling late payments.
- Lead Analyst in a pilot study for the assessment of a Cash Management software program.
- Involved in testing work-flows of loan processing software applications. Also performed duties of a Help Desk agent for users with routine requests for these applications.

THE CHASE MANHATTAN BANK, New York City, NY

Leading global financial services firm - FORTUNE 500 Company.

Business Analyst, 3/00 to 6/01

Played a key role in documenting & timing processes, as well as suggesting possible areas for re-engineering efforts.

Key Results:

- Assigned to projects that involved end-to-end workflow process analysis so as to support capacity, staffing, unit cost, and process redesign efforts for efficiency maximization.

Education

ZICKLIN BUSINESS SCHOOL – THE CITY UNIVERSITY OF NEW YORK, New York City, NY

Master of Business Administration (MBA) in Finance & Investments, 1999

- Graduated with a GPA: 3.4

DEREE COLLEGE – THE AMERICAN UNIVERSITY OF GREECE, Athens, GREECE

Bachelor of Science (BS) – Double Major: Management & Accounting, 1997

- Honors: Dean’s List (multiple semesters); graduated with honors (GPA: 3.5)

Technology

- Microsoft Office (Word, Excel, PowerPoint, Project, Visio, Snagit)
- Core Banking Platforms (IBM AS/400, Globus)
- ColdFusion, ServiceMart
- MS Silverlight Development Platform
- Oracle CRM Application (PeopleSoft Enterprise Support)
- Wincor Nixdorf’s Cash Cycle Management Application

Attributes

- US Citizen – Able to work in the US without sponsorship. Bilingual – Fluent in English and Greek.
- Willing to travel less than 10%, however able to visit clients’ premises within reasonable city limits.
- Member of the Hellenic Organization of University Graduates of America (HOUGA). Served as President (10/99-6/01), Treasurer (6/98-10/99), and Representative to the Federation of Hellenic Societies of Greater NY (6/98-6/01).
- High School Distinctions: Best Scholar Athlete (1993), National Honor Society (3 years), School representative to the local community (Distinction Award).

Jaime A. Callahan, EdD

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PROFESSIONAL EXPERIENCE

RESPONSIVE ED, LEWISVILLE, TEXAS

Executive Director of Academics – August 2024-Current

- Oversees the departments and programs responsible for school improvement, CCMR, CTE, Prekindergarten, and MTSS.
- Provides strong, dynamic academic and administrative leadership fosters an exemplary educational environment which encourages teaching, and learning excellence
- Possesses the vision to guide the organizations academic programs into the future
- Advocates and promotes quality instruction, student success, and integrated planning to meet the educational needs of students in multiple educational models
- Works within a team to analyze data, coordinate services (such as Special Education and Title Programs), and implement strategies and initiatives to improve teaching, learning, and leadership
- Works with the instructional staff to oversee, coordinate and ensure school-level support and development of teaching, learning, and leadership excellence
- Oversees the design and implementation of comprehensive professional development for team and school
- Provides innovative and successful academic leadership and vision in teaching and learning
- Works collaboratively with the senior academic team and school brand leadership to select, review, purchase, and support implementation of new curriculum
- Works with senior academic team to review student performance data, through the lens of teaching and learning, as well as achievement, to meet brand and district standards
- Provides guidance to, and receives direction from the Chief Academic Officer and other representative stakeholders regarding the planning, implementation and review of academic programs, services, activities and related matters
- Participates in the planning of new facilities for the purposes of instruction and student services
- Understands and promotes the role and use of technology in the instructional environment
- Represents the organization as a senior academic officer at state meetings and conferences, serves as organization's representative on committees, commissions, and other activities, makes presentations at meetings, workshops, and events, as assigned
- Prepares, submits, and monitors the annual budget for areas of responsibilities
- Trains, supervises, evaluates, and directs the work of assigned personnel

MSB SCHOOL SERVICES, AUSTIN, TEXAS (REMOTE)

Vice President of Sales - March 2024-Current

- Manage all sales and marketing team members and processes for \$65 Million Medicaid to Schools (SHARS) billing and IEP documentation company
- Develop and execute strategic sales plans to achieve revenue targets and drive business growth
- Lead and manage the sales and marketing team, including hiring, training, and performance management
- Establish sales processes and methodologies to optimize sales efficiency and effectiveness
- Build and maintain strong relationships with key customers, partners, and stakeholders
- Analyze market trends and customer needs to identify new business opportunities and drive product development initiatives
- Create and maintain sales department budget
- Monitor sales performance metrics and KPIs and implement measures to improve sales productivity and effectiveness
- Provide sales forecasts, reporting, and data analysis insights to senior management to support decision-making processes
- Represent MSB at industry events, conferences, and networking opportunities to promote brand awareness and generate leads.
- Keep abreast of industry developments, competitor activities, and market trends to inform sales strategies and tactics

Executive Director, May 2023-March 2024

- Attend conferences and trade shows to identify partnerships
- Initiate feedback from clients to measure success of the relationship, confidence in program specialist, and other team members
- Schedule regular meetings with customers to ensure they are receiving the services promised
- Create experiences with stakeholder-level personnel to strengthen and grow additional partnerships
- Utilize the company's CRM to analyze data at it applies to meeting Medicaid deadlines and company performance objectives (i.e. Annual Cost Reports)
- Ensure maximum financial potential are achieved prior to submission due dates and deadlines
- Monitor sales pipeline momentum to target and market sales efforts
- Look for opportunities to up-sell or cross-sell services and products
- Analyze and evaluate financial data, district statistical data, to determine trends and areas of improvement
- Meet regularly with Program Specialists to provide support and coaching

DALLAS BAPTIST UNIVERSITY, Dallas, Texas

Adjunct Professor and Methodology Committee Member, May 2022-Current

- Research Professor for Educational Leadership doctoral students
- Review methodology chapters of student dissertations prior to proposal and final defense

HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas

Director, Accountability and Assessment – November 2019-May 2023

- District Testing Coordinator – Coordinate all activities for state testing program including STAAR/EOC, STAAR Alt 2, TELPAS (100% online district by spring 2022 prior to deadline); dedicated training for teachers and staff on new STAAR/EOC item types (to be featured on spring 2023 tests); present district score updates to Board of Trustees (STAAR, MAP, TAPR, workshop trainings); oversee testing activities and professional learning for all Campus Testing Coordinators
- Report to Superintendent and Board of Trustees on district Accountability including ratings, school and federal report cards, monitor Results Driven Accountability (RDA) requirements and data submission, monitor Intervention, Stage, and Activity Manager (ISAM); CCMR; SAT/ACT/AP; Industry Based Certifications (IBCs)
- ESL Coordinator - Coordinate district program for English as a Second Language students in Grades PK – 12; TELPAS; LPAC coordinator and member; Skyward coding; oversee ESL teachers
- Coordinate all activities, professional learning, training for NWEA MAP Growth K-8
- Coordinate activities and training for PreK CLI Engage CIRCLE assessment
- Professional Development – Winter Learning Conference, New Employee Orientation, Back to School District Training
- Lead Inclusive and Respectful Schools Sounding Board; organized first annual CultureFest for the HPISD district and community
- Community-Based Accountability – Texas Public Accountability Consortium (TPAC) member from 2019-2022
- Recipient of district-level Heart at Work award 2022 (parent recommendation)
- Region 10 Presenter – New DTC Academy
- Coordinate HB 4545 activities; Superintendent's designee for HB 4545 Accelerated Learning Committee meetings
- Member of School Health Advisory Council (SHAC) 2017-2023
- Approve all requests to conduct research in HPISD
- Facilitate National Board Certification cohorts of teachers

Curriculum Specialist/ESL Coordinator – August 2018-November 2019

- Coordinate and lead teachers in Grades K – 12 in improving student learning through curriculum, instruction, assessment, and professional development/collaboration
- Redesign of HPISD Curriculum website
- K-12 ELA New TEKS professional learning and coordination of adoption of new instructional materials

K-12 STEAM (Science, Technology, Engineering, Art, Math) Instructional Coach – July 2017-August 2018

- Provide comprehensive instructional coaching for teachers in STEAM education

**MCCULLOCH INTERMEDIATE SCHOOL/HIGHLAND PARK MIDDLE SCHOOL,
HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas**

5th Grade Science Teacher –Standard, Aug 2006 – 2016

8th grade Science Teacher – Standard and TAG, Aug 2016 - May 2017

**SAM HOUSTON MIDDLE SCHOOL, IRVING INDEPENDENT SCHOOL DISTRICT, Irving,
Texas**

6th Grade Math Teacher 2001-2003

6th Grade Science Teacher 2003-2006

PRIOR PROFESSIONAL EXPERIENCE, Houston, Texas

Corporate Human Resources (Training and Recruiting), Sep 1996 – Aug 2001

PROFESSIONAL AWARDS AND ACCOMPLISHMENTS

- Presented SHARS for Campus Leaders at the Rigor, Relevance, and Relationship Conference (RRR) Cy-Fair ISD 2024
- Member of Delta Kappa Gamma Educational Society, Delta Omicron Chapter, Second Vice President position for Membership, 2014-2023
- Published “Encouraging Retention of New Teachers Through Mentoring Strategies” article, Delta Kappa Gamma Bulletin, a peer-reviewed, academic journal, Fall 2016.
https://www.dkg.org/images/2016_Jour_83-1_Early-Career-Educators_Cover-web.jpg
- Awarded the 2016-2017 Member in Print Award by The Texas State Organization and Delta Omicron Chapter of The Delta Kappa Gamma Society International for “Encouraging Retention of New Teachers Through Mentoring Strategies” article published in the Delta Kappa Gamma Bulletin, Fall 2016 and DBU Journal for Educational Leadership, Fall 2018
- Presented “Mentoring as a Retention Tool” at Delta Kappa Gamma chapter meeting, Nov. 2016
- Present Qualitative data collection and analysis for doctoral students – DBU

EDUCATION

Dallas Baptist University, Dallas, Texas

Doctorate of Educational Leadership K-12, May, 2018

Southern Methodist University, Dallas, Texas

Master of Education, December 2009

Texas State University, San Marcos, Texas

Bachelor of Science, May 1996

TEXAS TEACHER CERTIFICATIONS (VALID THROUGH MAY 2026)

- Superintendent, EC-12
- Principal, EC-12
- English as a Second Language Supplemental, EC-12
- Mathematics, Grades 4-8
- Science, Grades 4-8
- Generalist (Math, Science, Language Arts, Social Studies), Grades 4-8
- Physical Education, Grades EC-12

JAMES TAYLOR

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EXECUTIVE PROFILE

- Executive Leader with a unique background in and deep knowledge of business systems, finance, and development of software application systems with the ability to translate complex business, technology, and fiscal requirements into workable solutions for fast-paced, high growth environments.
- Career includes over 14 years experience as the Chief Financial Officer of one of the largest and most successful public charter school networks, which includes over 100 schools and 25,000 students. During this time he also served over 5 years as the CEO of the charter management organization, Blue Learning, providing back-office management services to this same charter school network.
- Skilled at setting up new organizational infrastructures and analyzing and leveraging large quantities of data to develop strategies and influence executive and business decisions.
- Passionate about leading high performing, lean teams to exceed customer expectations and to deliver complex systems in record time. Inspires confidence and collaboration among team members and serves as a trusted advisor to peers and executives.

EXPERIENCE

BLUE LEARNING, Flower Mound, TX 2014 – Present

Blue Learning, formerly known as ResponsiveEd School Services, is a 501c3 non-profit organization providing innovative, character-based, results-oriented learning solutions to K-12 schools across the country within various systems of education. The organization provides charter management organization (CMO) services, i.e. back-office services, for charter schools and networks. Services are currently provided for the ResponsiveEd Texas and ResponsiveEd Arkansas schools.

Chief Executive Officer 2017 – Present
Chief Financial Officer 2014 – Present
Board Member 2021 – Present

RESPONSIVE EDUCATION SOLUTIONS, Lewisville, TX 2009 – Present

Responsive Education Solutions is a charter school system that operates over 100 campuses across Texas and Arkansas, serving more than 25,000 students utilizing 6 academic models.

Chief Financial Officer 2010 – Present
Chief Technology Officer 2015 – Present
Senior Software Developer 2009 – 2010

Serves as the company's most senior financial officer and a member of the Executive Leadership Team, which establishes strategic plans, growth projections, new services, executive hiring decisions, and organizational improvement initiatives. Provides leadership to Finance and Information Services, directing a team of over 80 professionals in these areas. Oversees planning, implementation, and maintenance of hardware, software, and networking systems for more than 100 locations, providing full corporate support, in addition to multiple computer-based and online curriculum programs. Also provides oversight and planning for the Arkansas charters.

SIEBEL SYSTEMS, INC., San Mateo, CA 1996 – 2000

Siebel was a software company that developed and sold CRM solutions. From 1996 – 2000 Siebel was recognized as the fastest growing company ever with annual revenue exceeding \$1 billion. Oracle acquired Siebel for \$5.8 billion in 2005.

Director of Partner Education 1999 – 2000

Senior Enterprise Architecture Specialist, Consulting Services Group 1996 – 1999

Recruited to join Siebel's 3-member startup/newly created Services Group immediately following negotiation of its largest deal to date, a \$12 million software and hardware installation engagement for Cisco Systems. In 1996 Siebel was in rapid growth mode and was recognized as one of the fastest growing companies in the U.S.

Developed deep expertise of the technology and utilized sophisticated communication skills that resulted in assignments to accounts facing particularly difficult technical issues. Assigned to key customers including Dial, Informix, Compaq, and LSI Logic. Provided support to customers, account managers and consulting on application design, implementation, and deployment of Siebel Enterprise applications. High pressure and fast-paced.

ORACLE CORPORATION, Redwood Shores, CA 1990 – 1993 & 1994 – 1996

(NYSE: ORCL) Oracle is a \$40 billion global technology and consulting organization.

Principal Consultant

Recruited to return to Oracle as a Senior Consultant and was rapidly promoted to Principal Consultant. Managed client relationships, developed proposals, and led design and software development teams. Analyzed, designed, and developed business systems using decomposition, standards development, and programmed databases and screens.

AURUM CORPORATION, Santa Clara, CA 1993 – 1994

(NASDAQ: AURM) Aurum Software was a startup company that developed the first complete front office business enterprise software solution. Customers included HP, Deloitte, and BCBS. BAAN acquired Aurum in 1997.

Staff Consultant

Recruited to a start-up to develop proposals and to design and implement customer resource planning (CRP) software for Hitachi Software.

EDUCATION

UNIVERSITY OF CALIFORNIA HAAS SCHOOL OF BUSINESS, Berkeley, CA 1996
MBA

CALIFORNIA INSTITUTE OF TECHNOLOGY, Pasadena, CA 1990
B.S. Electrical Engineering

DALLAS THEOLOGICAL SEMINARY, Dallas, TX 2005 – 2008
Coursework toward ThM degree

SELECTED MEDIA COVERAGE

<http://arkansasnews.com/news/arkansas/pine-bluff-charter-school-expected-grow-official-says>

<http://www.arkansasonline.com/news/2014/jan/10/education-board-upholds-decision-denying-redfield-/>

JASON DANIEL BERNAL

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EXPERIENCE

Responsive Education Solutions

Lewisville, TX

Superintendent – Premier High Schools

June 2019 – Present

- Establish and implement strategic goals and objectives that focus on student growth and achievement.
- Select, supervise, monitor and evaluate the performance of school Regional Directors and Campus Directors at all schools.
- Work with campus-based leadership teams and the finance department to ensure all schools are fiscally responsible.
- Improve school performance through data-driven accountability, coaching and professional development.
- Collaborate with marketing teams to recruit and retain students.
- Assist schools in accessing various department resources to address campus needs.
- Deliver regular status briefings on all schools to the Responsive Education CEO.

Houston Independent School District

Houston, TX

School Support Officer

January 2017 – June 2019

- Supervise, coach and evaluate performance of 12 campus principals.
- Coach principals on identifying, creating and ensuring effective process and procedures for their campus.
- Set measurable and achievable goals with campus principals focused on student academic growth, teacher growth, and school safety.
- Lead instructional rounds at each campus and work with school teams to develop improvement strategies.
- Facilitate the coaching and mentoring of new principals
- Implement policies established by federal and state laws, State Board of Education rule, and local Board policy in the areas assigned.
- Oversee local, state, and federal budgets.
- Process concerns expressed by parents, personnel, and other community members.

Houston Independent School District

Houston, TX

Chief School Officer

June 2015 – January 2017

- Recruited, selected, supervised, monitored and evaluated the performance of school support officers and principals at all level schools
- Appraised principals in accordance with district and state policies
- Represented the superintendent of schools as an official of the district. Communicated the district's initiatives and strategies for increasing student achievement and promoting the district as a whole.
- Assisted school-based leadership with the planning and implementation of the School Improvement Plans, including training for shared decision-making practices, conflict resolution, and parent and community participation
- Assisted schools in accessing available instructional, supervisory, and facilities management resources including preparing and monitoring of budgetary allocations for schools and staffing reports
- Delivered regular status briefings on all schools overseen to the Superintendent, HISD Cabinet, and the Board of Trustees
- Improved schools through data-driven accountability, coaching, and professional development
- Developed campus leadership teams to improve management efficiency

YES Prep Public Schools

Houston, TX

President and CEO

June 2011 – May 2015

- Establish and lead YES Prep’s philosophy, mission, strategy, priorities, and annual goals and objectives.
- Implement the strategic goals and objectives of the district and providing on-going reports to all stakeholders.
- Manage and coach six direct reports (vice presidents) who are collectively responsible for management of 700+ administrators, supervisors, principals, teachers, and all other persons employed in either the business management or the instructional activities of district.
- Build and maintain strong, effective relationships with Board members, fellow Superintendents, supporters, and other key constituents.
- Proactively identify and respond to both opportunities for and risks to the district. Successfully negotiated and implemented partnership agreements with Aldine ISD, KIPP Houston, North Forest ISD, and Spring Branch ISD.
- Oversee a budget of \$100 million.
- Perform all the duties and accept all of the responsibilities required of a Superintendent/President as prescribed by the Education Laws of The State of Texas and the rules and regulations of the YES Prep Board of Trustees.

YES Prep Public Schools

Houston, TX

Chief Operating Officer

August 2009 – June 2011

- Developed and oversaw implementation of a strategic management plan that sustained the operational health and stability of YES Prep Public Schools.
- Organized and managed district-wide operations, including risk management, facilities planning and development, maintenance, employee benefits, food, transportation, and other related functions.
- Directed the implementation of systems for the accurate tracking and timely reporting of critical data such as PEIMS, Comp Ed, T-Stem, CREDO Plan, and others.
- Assisted in the development of the YES facilities plan and directed its administration including contract negotiation, documentation, prioritizing, design, construction, security, and maintenance of real estate.
- Directed the administration of food and transportation services for all campuses, including, but not limited to, menu planning, bus routing, accurate counting, and claiming of state funds.
- Maintained close working relationships with other members of Home Office Team, principals, and relevant campus staff to ensure exchange of best practices, coordination of efforts, and support for the operations department.
- Supervised and evaluated eight direct reports, including providing coaching and mentoring to direct and indirect reports by assisting them in developing their goals for the year and monitoring their progress throughout the year.

YES Prep Public Schools

Houston, TX

Head of Schools

August 2010 – June 2011

- Assisted principals in setting strategy and driving each functional area – student achievement, program, operations, finance, campus culture.
- Worked with principals and campus leadership teams to create Campus Strategic Goals (CSGs) that were ambitious and aligned with YES Prep vision and organizational direction.
- Developed appropriate action plans for implementing individual campus strategy.
- Partnered with home office staff to develop system-wide strategic plans and supported principals with effective implementation processes.
- Worked with principals to develop individualized professional development plan.

YES Prep Public Schools – Southeast Campus

Houston, TX

Principal

July 2009 – July 2010

- Effectively led campus to ranking of #68 in the nation by *US News and World Report*
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
- After transitioning to next role, served as coach and mentor for current YES Prep-Southeast School Director.

YES Prep Public Schools – Southwest Campus

Houston, TX

Principal

July 2006 – July 2009

- Effectively “turned around” an underperforming school into one of the top two performing schools in the YES Prep district, as evidenced by: increased enrollment from under-enrolled to a waitlist of over 900 students; improved district exam scores for three consecutive semesters in all grade levels and subjects; increased state exam scores

for three consecutive years, which earned an “Exemplary” rating by the Texas Education Agency for the 2008-2009 school year; increased parental involvement; and increased staff, parental, and student contentment.

Accomplished these results through:

- o Revised school schedule to improve state testing and district testing results – specifically in math and reading;
 - o Improved meeting system to ensure accountability and strengthened communication between school administration and instructional staff;
 - o Created and oversaw parent organization that successfully fundraised and volunteered for school;
 - o Created school discipline system that effectively rewarded students for accomplishments and good behavior;
 - o Modified the after-school program that enhanced homework accountability and parent involvement;
 - o Enacted school-wide initiative promoting positive behavior intervention strategies which directly related to the improvement of behavior and higher achievement in classes’
 - o Created school-wide community service initiative.
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
 - Served as coach and mentor for future YES school leaders, providing increased responsibility and ongoing feedback to rising leaders.
 - Based on successful turn-around at YES Prep-Southwest, selected as school director of YES Prep-Southeast to improve scores and culture.

YES Prep Public Schools – North Central Campus

Houston, TX

Founding Principal

July 2003 – June 2006

- Earned “Exemplary” rating from Texas Education Agency in first year of operation.
- Recruited staff and students to start second campus of YES Prep Public Schools.
- Planned and directed campus instructional program by observing classroom instruction on a regular basis, conferencing with staff, and carefully analyzing assessment data-related to student performance.
- Planned, implemented, and evaluated a comprehensive program of personal guidance designed to assist students in achieving optimal success on all fronts.
- Oversaw an annual budget based on program needs, estimated enrollment, staffing, and other fiscal needs and with allotted amounts, implemented programs, maintained fiscal control, and accurately and responsibly reported all fiscal information.
- Supervised and evaluated the performance of professional and paraprofessional staff members assigned to the campus.
- Created community service program for all students.

YES Prep Public Schools

Houston, TX

Middle School Teacher

January 1998 – June 2003

- Taught 6th grade World History, 7th grade Texas History and Introduction to American History.
- Taught 6th and 7th grade Spanish classes.
- Served as Spanish department chair. Responsible for overseeing and implementation of curriculum and mentoring new teachers.
- Served as 7th grade-level chair. Responsible for overseeing all aspects of the 7th grade including academic probation, tutorial sessions, development and implementation of curriculum, mentoring new teachers and serving as the official liaison between the 7th grade and administration.
- Coordinated school-wide after school program consisting of 23 clubs and sports for approximately 400 students.
- Coached high school baseball team.

EDUCATION

Sam Houston State University
Masters of Education in Administration

Huntsville, TX

Montana State University – Billings
Bachelor of Arts, Spanish
Minor in History

Billings, MT

MEMBERSHIPS

Families Empowered
Board Member

Houston, TX
July 2014 – Present

- Families Empowered is a nonprofit organization founded to support the escalating number of families searching for a great school for their child.

Pahara Institute
Fellow

San Francisco, CA
February 2014 – Present

- The Pahara Institute is a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high potential leaders who are reimagining public education, so that every child in America has access to an excellent public school.

American Leadership Forum
Fellow

Houston, TX
February 2013 – Present

- ALF's mission is to join and strengthen diverse leaders to better serve the public good. The Fellows Program strengthens Fellows' capacity to address public issues collaboratively and builds a strong leadership network. Fellows are nominated by peers and selected by ALF.

JOE DEPROSPERO

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SENIOR FINANCE EXECUTIVE

Extensive background in financial leadership within a variety of environments, including C-level and VP-level roles/responsibilities. Consistent track record of achievements in finance and other functional areas, including profit growth, operations expansion, company acquisition, sale and IPO, and supply chain success. Recipient of multiple awards and recognitions. MBA degree.

Overview:

Insightful, pragmatic senior executive who maintains a forward-thinking approach to organizational growth, including strong partnerships between finance and other business functions. Sharp planner and analyst with sound decision-making skills; consistently effective in ensuring robust bottom-line performance. Highly effective builder and leader of top-performing teams; respected partner and confidant to C-level and senior management team members. Success in implementing systems, tools, and procedures to create solid financial frameworks.

Core Competencies:

Full Financial Statement Accountability; Financial & Business Planning; IPO/M&A Preparation; Budgeting, Forecasting & Modeling; Strategic & Analytic Rigor; Relationship Building; Profitability; Team Building & Leadership; Treasury Operations; Strategic Partnerships/Alliances; Fact-Based Decision Making; Balanced Scorecards

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS – Lewisville, TX – 2023-Present

Non-profit charter management organization including approximately 100 campuses and over 20,000 students with revenues of approximately \$300 million

Chief Financial Officer - Texas

Hired as CFO after serving as a volunteer on the Board of Directors for five years. Responsible for the activities and output of a department of 30 including general ledger, purchasing, accounts payable, payroll, financial systems, and financial planning & analysis. Leveraged prior business experience coupled with learned knowledge of the education industry to help lead ResponsiveEd Texas from a slight financial deficit to a material surplus in the first full year of tenure. At the same time, ResponsiveEd Texas improved their Charter FIRST (Financial Integrity Rating System of Texas) rating from a “B” in the previous year to a Superior Achievement “A” rating.

- **Realigned the department** upon hire to better utilize the strengths of the Finance team members to improve overall department performance, service, and effectiveness. Implemented process improvements and controls to enhance the accuracy and timeliness of reported financial results.
- **Reengineered the budgeting process** to make it more driver-based, collaborative and enhance the accountability for campus leaders and corporate department heads.
- **Implemented a forecasting process** that enables Executive leadership to understand the projected surplus/deficit of the charters as well as individual campuses to make decisions that balance fiscal responsibility with providing the best education possible to students.
- **Created a long-range plan model** the organization will use to understand future financial results and cash flow to inform projected financing needs to facilitate continued campus growth.
- **Developed the new campus pro forma model** used to evaluate projected financial results with relevant downside scenarios.
- **Focused on electronic payments** including ACH and virtual payables to dramatically reduce the number of paper checks and increase the proportion of electronic payments from negligible to over 70%.
- **Delivered presentations** to various stakeholders including the Board of Directors, Executive leadership, Brand Superintendents, new campus leaders and external partners including Standard and Poor’s.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ:PLAY) – Dallas, TX – 2006-2023

\$2 billion owner of 200+ entertainment complexes nationwide including both Dave & Buster's and Main Event brands

SVP Finance, 2022-2023 ♦ SVP Finance & Supply Chain, 2020-2022 ♦ SVP Supply Chain & Business Development, 2019-2020 ♦ CFO (interim), 2018-2019 ♦ VP of Finance, 2010-2018 ♦ AVP of Finance, 2006-2010

Progressed through increasingly responsible leadership positions. As Interim CFO, directed all aspects of Finance, Accounting, Internal Audit, Investor Relations, and Purchasing functions. Led team of 5 direct and 70+ indirect reports. Established and executed the overarching Finance strategy to align with top business goals.

As SVP, VP and AVP of Finance, hired and led top-performing team covering Corporate Finance, Operations Finance, Treasury, and Asset Protection areas. Oversaw all aspects of the financial planning process, including development of budgets, forecasts, and corresponding Board presentations. Created and managed various financial analyses, competitive financial information, and tools/methods for decision-making purposes. Built and maintained banking relationships. Led the Finance team through the integration of the acquired 50-unit Main Event Brand.

As SVP Supply Chain & Business Development responsible for purchasing and distribution of food & beverage items, redemption prizes and operating supplies & equipment. During COVID timeframe led closure and reopening of stores along with procurement of sanitation supplies. Implemented 9' x 40' LED "WOW Walls" in 50 stores.

- **Played key roles in company adjusted EBITDA growth from \$70M to nearly \$500M (2006 to 2022).** Evolved the internal culture from an entrepreneurial model to a fact-based, decision-making culture.
- **Enabled \$850 million acquisition of the 50-unit Main Event brand,** including creating the Dave & Buster's long-range plan, modeling synergies, conducting diligence, and collaborating with consultants. Named SVP Finance for the combined company after the transaction was completed in 2022.
- **Coordinated due diligence for private equity sale/IPO,** including validating documents, preparing unique insight, and maintaining virtual data room used by potential buyers/investors. Contributed to sale to private equity firm in 2010 and successful IPO in 2014.
- **Created and implemented the long-range plan model** used for developing strategic plans and communicating projected business outcomes to both the Board of Directors and investment banks.
- **Managed the company capital structure** via refinancing the credit facility multiple times, hedging interest rates, initiating the share repurchase program, and implementing the company dividend.
- **Refined new store pro forma model to facilitate new store investment decisions,** with Dave & Buster's store counts increasing from 47 to 150+ and cash-on-cash returns consistently reaching over 40%.
- **Created analytical tools used to make decisions and inform results,** including pre-to-post net of control framework, ROI tool, competitive information, and Board / management meeting presentations
- **Designed Balanced Scorecards used to evaluate overall performance** at store, region, and company levels as well as designate General Manager and Operations Director of the Year awards.
- **Performed investor relations functions,** including delivering quarterly earnings calls, investor presentations, analyst calls and individual investor meetings. Validated quarterly SEC filings.

ARBY'S RESTAURANT GROUP – Atlanta, GA – 2005-2006

\$1.1B operator of Arby's with 3,500+ company and franchised restaurants.

Director of Planning & Analysis

Hired to navigate the integration of Arby's parent company and the recently acquired largest franchise company in the U.S. Directed team of 5. Presented actual results and planning assumptions to senior leadership and parent company Triarc. Evaluated performance of marketing and presented results to the Operations Region Council.

- **Led all aspects of the budget process following 750-restaurant acquisition** of the former largest restaurant franchise in the U.S. (RTM Restaurant Group).
- **Built complex integrated planning model** that included long-range plan income statement, balance sheet, statement of cash flows, free cash flow, capital forecast, and debt covenant calculations.

CARLSON RESTAURANTS WORLDWIDE (TGI Friday's) – Dallas, TX – 2001-2005/1996-2000

\$1B operator of TGI Friday's and Pick Up Stix restaurants, with 800+ company / franchised restaurants in over 50 countries.

Director of Financial Analysis, Friday's USA (2001-2005) ♦ Manager, Financial Analysis, International (2000)

As Director of Financial Analysis, served as the finance leader for the largest business unit in the company (TGI Friday's USA), reporting to the COO. As Manager of Financial Analysis, prepared operational analyses for over 150 international restaurants, presenting financial information to the CEO, COO, and CFO monthly.

- **Earned the Presidential Diamond Gold Star award**, representing the highest honor for a Carlson Restaurants Worldwide employee. Additionally garnered Order of the Golden Rose nomination, the highest honor for a Carlson Companies employee.
- **Distinguished as an 8-time recipient of the Vice-Presidential Gold Star** from CFOs, COOs, and the VP of Marketing for a series of achievements throughout tenure.
- **Served on the TGI Friday's USA Concept Team** with the COO, VPs of Operations (6), and the VP of HR
- **Created and maintained Restaurant and Director of Operations Balanced Scorecard** that defined company success by measuring performance and facilitating pay for field bonus compensation.
- **Partnered with marketing to design successful marketing promotions** that included "2 Can Eat for \$19.99" and "Three Course Menu for \$12.99" as well as Atkins and Better for You initiatives.

PRIOR CARLSON RESTAURANTS POSITIONS: Senior Financial Analyst, Capital Planning, 1999-2000; Manager of Accounts Receivable, 1998-1999; Senior Analyst, Accounting & Systems, 1998; Sales Analyst, 1997-1998; Receivables Accountant, 1996-1997. ** Senior Financial Analyst, Nortel Networks, 2001 **

EDUCATION & VOLUNTEER EXPERIENCE

Master of Business Administration – University of Georgia – Athens, GA – 3.9 G.P.A., Top 20% of Graduating Class
Bachelor of Science, Business Finance – University of Florida – Gainesville, FL – 3.6 G.P.A., Honors Graduate
Board of Directors - Responsive Education Solutions – Non-profit charter school organization with approximately 100 campuses and 20,000+ students – 2019-2023

VICE PRESIDENT OF FINANCE

Planning & Forecasting ▪ Multi-unit Enterprises ▪ Capital Planning & ROI ▪ Financial Analysis and Modeling

Multifaceted, service-oriented leader with 30+ years of experience in multi-unit corporations successfully performing Finance department functions to meet and exceed performance targets. Engages as a strategic and creative team member with sharp analytical and decision-making skills to problem solve and bring favorable results to the department and the company. Adept financial modeling, reporting and deck building skills.

Core Competencies:

- Initiative Driven Annual Operating Planning
- Detailed Unit-Level Budgeting
- New Unit Underwriting Models/ROI
- Long Range Planning
- Key Performance Indicators (KPI) Analysis
- Analytical Person / Creative
- Detailed Revenue Reporting and Forecasting
- Full P&L Accountability
- Treasury Operations
- Strong Analytic Ability
- Team Leadership; Leads by Example

CAREER SUMMARY

BLUE LEARNING - CHARTER MANAGEMENT ORGANIZATION, Dallas, TX

April 2024 to Present

Joined a public sector non-profit charter school management organization to provide financial leadership and insights to Responsive Education Solutions, a large charter school company operating three school districts in Texas including 100+ brick & mortar campuses and a virtual school with 4,000+ students enrolled.

VICE PRESIDENT OF FINANCIAL PLANNING AND ANALYSIS

Using 30+ year experience in private sector corporate finance positions to ensure the organization remains financially stable and optimizes the use of funds toward the organization's mission to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

- ◆ Lead in the development of a detailed and sound annual operating budget for all campuses and administrative departments.
- ◆ Provide financial proforma modeling and ad hoc analysis to effectively assess the financial viability of proposed initiatives and new campus growth opportunities.
- ◆ Analyze revenue and expense trends and provide insights and improvement recommendations to the organization's leadership
- ◆ Partner with the VP of Marketing to optimize investment in media spend to promote healthy school brand recognition and achieve campus enrollment across the system.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ: PLAY), Dallas, TX

2009 to February 2024

Built a strong career of accomplishments and responsibility progression as a leader on the corporate Finance team of this full-service restaurant, arcade, and bowling entertainment firm grown to 200+ locations and two billion in sales in the US, Puerto Rico, and Canada.

SENIOR DIRECTOR OF FINANCE, 2022 to 2024

Promoted to continue delivering on current responsibilities plus provide executive management consolidated financial reporting and forecasting following the acquisition of Main Event Entertainment, a former competitor in the "Eatertainment" industry.

- ◆ Performed due diligence work on the successful acquisition of Main Event Entertainment in 2022 and played a key role at closing ensuring accurate funds transfer to all related parties as per the terms of the agreements.
- ◆ Successfully combined financial modeling from two brands for total company consolidated reporting and forecasting used in support of BOD presentations, earnings releases, and monthly business reviews.

DIRECTOR OF FINANCE, 2009 to 2022

Leveraged modeling skills, analytical abilities, business acumen, industry expertise and 100% commitment continually for 13 years to effectively deliver on the functions of the Finance department aiding impressive company growth from a 52 location \$520M revenue firm in 2009 to a 152 location \$1.9B revenue enterprise in 2022 with adjusted EBITDA growing from \$75M to nearly \$500M.

- ◆ Partnered with the VP of Finance to direct the company's financial process which included the annual operating plan, monthly forecasts, and business reviews with the executive team. Prepared presentations of the financial results and forecasts for the Board of Directors meetings.
- ◆ Continually developed and leveraged a team of managers and analysts to provide support to all facets of the organization.
- ◆ Directed the store budgeting process deploying a robust template that provided each business unit manager a fact based, aggressive and yet achievable detailed operating P&L aligned to the overall company annual operating plan. The template provided comparisons to the previous year performance, a breakdown of weekly revenue targets, and extra focus and reporting on the components of COGS and hourly labor to promote the proper management of these two key controllable expense lines.
- ◆ Key player on a retained skeleton management team chosen to navigate the company through the COVID pandemic responsible for cash management, detailed cash forecasting and reporting, insightful revenue reporting and forecasting, and quarterly rather than annual unit-level budgeting.
- ◆ Provided insights to leadership on comparable store sales performance on a daily, weekly, monthly, and quarterly basis breaking down the business into sales categories and channels as well as the impact from pricing, NSO cannibalization, holidays, weather, competition, promotions, initiatives and remodels or relocations.
- ◆ Effectively led the Treasury team and functions for 9 years which entailed opening over 100 new store depository accounts, daily cash concentration and transfers, cash forecasting, and managing a \$500 million revolver to meet the organizations daily cash requirements while minimizing interest. Also included setting up and managing LOCs, keeping favorable relationships with the depository banking partners and our credit facility banks, completing RFPs to lower bank account fees. The treasury function was continually performed in accordance with internal and SOX control standards.
- ◆ Prepared balanced scorecards to evaluate performance on key KPIs (Revenue, Profit, People, Guest Satisfaction) at store, region and company levels as well as designate General Manager and Operations Director of the year awards.
- ◆ Devised, presented, and implemented food and beverage menu pricing across differing US and Canadian markets for both the Walk-in and Special Events to offset operating cost inflationary pressures and position the menu offerings optimally to drive revenue and margin in the competitive space.
- ◆ Collaborated with Amusements and IT to enhance a games data warehouse resulting in better KPI reporting, tighter management of the companywide game inventory, and more insightful new game performance testing. Developed an at-the-game pricing model based on game utilization rates, payout value type, and individual game characteristics.
- ◆ Devised, market tested, and implemented arcade game-card pricing change that increased amusement revenues \$3M or approximately 1%
- ◆ Reviewed and provided guidance on entering electricity and natural gas contracts to lock down utilities costs in markets when believed favorable.
- ◆ Built and supported a self-contained new site proforma model used by Real Estate Development to effectively evaluate hundreds of potential sites efficiently, while facilitating the presentation of underwriting cases to the Real Estate Committee; Model supported 100+ store openings with cash-on-cash returns consistently reaching over 35%.
- ◆ Provided financial modeling and analytics on a team that successfully deployed a smaller-format D&B allowing penetration into smaller US markets to capture impressive cash-on-cash returns (above 35% on average), a key company growth mechanism in recent years and for the future.
- ◆ "You Got It" culture pillar award winner in 2014.

METROMEDIA RESTAURANT GROUP & METROMEDIA STEAKHOUSES CO. Plano, TX

2005 to 2009

Gained valuable restaurant industry experience in this older multiple-concept restaurant company (Concepts: Bennigan's, Steak and Ale, Ponderosa, Bonanza).

DIRECTOR OF FINANCE, 2008 to 2009

- ◆ Developed the Annual Operating Plan and five-year plan.
- ◆ Provided key daily, weekly, and monthly financial analysis and metric reporting to executive leadership.
- ◆ Worked closely with Marketing to perform breakeven analysis on all promotions to set incremental sales and customer traffic targets. Built menu model to analyze the P&L impact on profit margins. Performed analysis (PPNOC) to measure a given promotion's level of success.
- ◆ Performed Ad hoc reporting across all areas of the business.
- ◆ Provided ROI analysis and decision-making support on proposed new store openings, closures, and other real estate related activities.

DIRECTOR OF CONCEPT FINANCE, 2005 to 2008

- ◆ Managed 3 finance managers to support 4 well established restaurant concepts and a start-up concept.
- ◆ Development of the company Annual Operating Budget and five-year plan.
- ◆ Built business modeling tools for corporate and field operators to promote improved restaurant financial results including a BOH labor model to optimize staffing levels achieving increased productivity and labor savings of 80 bps of Food revenue.
- ◆ Managed a \$6M maintenance capital budget; managed a team of 4 facilities managers responsible for maintaining the restaurant properties and equipment to company standards.

FEDEX KINKO'S INC, Ventura CA & Dallas TX

1993 to 2005

Accomplished job progression and gained broad experience in my 12 years with this 850+ multi-unit nationwide company.

MANAGER, SALES FINANCE 2003 to 2005

Partnered with Sales leadership in support of the achievement of the commercial segment's goals. Managed a team of 4 responsible for accurately crediting the sales of the field's 500 sales representatives for commission compensation.

- ◆ Evaluate and approve major commercial account deal terms to ensure alignment with company targets.
- ◆ Streamlined department workflow practices and procedures resulting in savings from both a reduction of overtime costs and one less FTE.

SENIOR FINANCIAL ANALYST, 2002 to 2003

Analyzed real estate development projects and capital spending to ensure the company's return on investment hurdles and long-term strategic goals were being met.

- ◆ Performed financial pro-forma and return analysis for more than 150 real estate projects with annual capital spend of \$55M. Provided decision support to the Executive Real Estate Committee.
- ◆ Implemented a "Watch List" to find poor performing stores approaching asset impairment. Worked with field operations to develop turnaround action plans.

PRODUCT MANAGEMENT – NEW PRODUCTS SR. ANALYST, 2001 to 2002

Joined Product Development team to successfully launch a new Digital Photo product offering.

- ◆ Launched 10 prototype Digital Photo Centers in Salt Lake City with cutting edge digital photo printing technology.
- ◆ P&L responsibility for fleet of 800 photo-printing kiosks generating revenue of \$15M annually.
- ◆ Developed revenue and cost models to decide new product pricing strategies.

PROGRAM MANAGER – OPERATIONS SUPPORT, 1999-2001

Managed the prompt and cost-effective implementation of revenue generating and cost controlling programs to field operations.

- ◆ Organized and led cross-functional teams to implement programs such as Branch Operations Assessments, Digital Photo kiosks and vending machine installations in 700+ stores nationwide.

SR. FINANCIAL PLANNING ANALYST, 1997-1999

Focused on implementing changes to improve company growth and profitability.

- ◆ Conducted market price testing that was adopted nationally resulting in \$20M in incremental annual revenue.
- ◆ Performed utilization analysis of store production equipment and recommended strategies to reduce costs through effective placement.
- ◆ Redesigned the revenue recording interface resulting in improved data integrity, improved reporting and analysis and more efficient POS transaction processing in stores.

STAFF AUDITOR, 1995 to 1997

Conducted internal control audits of many areas of the business with an emphasis on store cash controls and operational audits.

P&L ANALYST, 1993 to 1995

EDUCATION & SKILLS

SAN DIEGO STATE UNIVERSITY

Bachelor of Science - Business Administration / Finance

Technical Skills: Microsoft Office suite, Teams, Power BI, banking web-portals, OnBase, PeopleSoft, Nvision

Dr. Kendahl Herron

Education
Administration

Contact

Address

784 Emerald HTS Lavon, TX
75166

Phone

(501) 908-6371

E-mail

kendahlowoh@yahoo.com

Skills

Case management

Budgeting

Strategic planning

Relationship building

Contract Management

Financial Management

Project Management

Grant writing

Operations management

Consulting

Microsoft Office Specialist
(MOS) Expert

Successful Executive Director with over 20 years of demonstrated ability in delivering mission-critical results. Offering outstanding communication and cross-culture team management skills. Entrepreneurial attitude for optimal profitability. Ambitious team leader adept at creating strategic alliances with organizational leaders and effectively aligning with and supporting key business initiatives.

Work History

2022-07 -
Current

Executive Director of Student Services

Responsive Education , Lewisville, TX

- Academic and Fiscal oversight of Federal Programs (Title I, Title II, Title III, and Title IV) and Special Populations (Special Education, Dyslexia, Bilingual/ESL).
- Drive strategic improvements to enhance operational and organizational efficiencies.
- Foster work culture of collaboration and inclusion to increase morale and reduce turnover.
- Work closely with organizational leadership and board of directors to guide operational strategy.
- Exercise appropriate cost control to meet budget restrictions and maximize profitability.
- Align department vision, goals, and objectives with company strategy to achieve consistently high results.
- Build and maintain strong company teams by hiring and training qualified staff to create positive and productive work environments.
- Monitor compliance with laws and regulations to protect organization from legal liabilities and penalties.
- Cultivate company-wide culture of innovation and collaboration.
- Collaborate with legal, accounting and other professional teams to review and maintain compliance with regulations.

2021-07 -
Current

Executive Director of Special Populations

Desoto Independent School District, Desoto, TX

- Negotiated new annual contracts and service

- agreements with vendors to achieve prime pricing.
- Provided exceptional counseling, case management, education and job training to diverse client base.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Supervised writing of all grant applications and checked information for accuracy prior to submission.
- Devised new promotional approaches to boost customer numbers and market penetration while enhancing engagement and driving growth.
- Evaluated service contracts and collaborated with legal counsel on negotiated improvements.
- Aligned department vision, goals and objectives with company strategy to achieve consistently high results.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Created promotional materials and provided insightful information to social media, websites and print media to educate public.
- Worked closely with organizational leadership and board of directors to guide operational strategy.
- Grew Special Populations team by sourcing well-qualified employees using new recruitment strategy.
- Interviewed, supervised and motivated 40 staff members to achieve optimal productivity.
- Improved operations through consistent hard work and dedication
- Resolved conflicts and negotiated mutually beneficial agreements between parties
- Managed team of employees, overseeing hiring, training and professional growth of employees
- Monitored company inventory to keep stock levels and databases updated

2017-07 -
2021-05

Senior Director of State and Federal Programs

Edgewood Independent School District, San Antonio, TX

- Prioritized and allocated valuable resources to meet organizational goals.
- Instituted formal operating procedures and enforced adherence to policies and regulations that impacted achievement and bottom line.
- Revamped operational plans to refocus staff and align processes with organization objectives.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Planned and integrated project and program schedules.
- Set and administered \$6M yearly budget with no excessive carry-overs.
- Evaluated service contracts and collaborated with leadership and on negotiated improvements.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Performed continuous evaluations of business facility, teams and policies to keep operations efficient and consistent.
- Exercised appropriate cost control to meet budget restrictions and maximize profitability.
- Set strategic plans and improvement plan goals to strengthen operations and drive growth.
- Participated in continuous improvement by generating suggestions, engaging in problem-solving activities to support teamwork

2015-12 -
2017-06

Director of Special Programs

Southside Independent School District, San Antonio, TX

- Supervised activities of teams, related services and external programs.
- Led and guided program planning, coordination and evaluation.
- Identified priorities for program improvement based upon analysis of data and achievement indicators.
- Assisted with preparation and administration of service budget.
- Prepared drafts of needed board policies and administrative rules.
- Defined clear targets and objectives and communicated to other team members.

- Controlled resources and assets for department activities to comply with federal and state regulations.
- Trained and developed personnel
- Established performance goals for employees and provided feedback on methods for reaching those milestones.
- Reduced workflow inconsistencies by recruiting and hiring capable staff members.
- Implemented co-teaching Pre-K through 12. Integrated PPCD and Pre- school classrooms.

2012-08 -
2015-05

Director of Federal and State

Davenport Community Schools, Davenport, IA

- Visited schools and classrooms regularly and confirmed proper implementation of programs and instructional, research-based practices.
- Managed a \$6 million Title I budget for a district of 30 schools and 16,000 students to include 11 Title I schools.
- Managed \$900,000 Title II budget.
- Co-Supervised 30 principals, 24 nurses, 16 School Administrator Managers, 12 Family Involvement Liaisons for all state and federal program requirements.
- Implemented a Greater Achievement Plan to assist struggling readers which lead to a substantial increase in performance on state assessments.
- Directed long-range planning, organization, evaluation and coordination of district's educational and special funded programs.
- Developed, implemented and evaluated high-quality, research-based professional learning.
- Oversaw state-mandated and district assessment systems and aligned with state standards and federal regulations.
- Led districtwide continuous improvement of student achievement and oversaw accreditation processes.
- Defined clear targets and objectives and communicated to other team members.
- Cultivated positive rapport with fellow employees to boost company morale and promote employee

retention.

- Streamlined and monitored quality programs to alleviate overdue compliance activities.
- Supervised site investigations, reported issues and escalated those that required further assistance.
- Established team priorities, maintained schedules and monitored performance.

2009-11 -
2012-06

National Special Education Director

Mosaica Education, Inc , DC, PA, IL, GA, MI, NC, OH

- Provided special education guidance regarding instruction and compliance for urban school districts across the United States
- Recruited and supervised MEI shared time coordinators, teachers, and service providers
- Directed and supervised special education funding, services and activities for students
- Developed daily schedules and assign daily tasks for special education teachers, social workers, psychologist, occupational therapists, physical therapists, and speech pathologists
- Provided professional development to special education staff and practitioners on best practices in special education
- Customized professional development for special education and general education staff
- Provided training and guidance to instructional coaches regarding special education instruction
- Assisted with schedules and special education service logistics
- Guided staff on individual education programs (IEPs) development, goals and objectives
- Provided guidance to schools in response to authorizer state determinations or reviews
- Provided guidance to schools when data indicated intervention
- Completed state assessment achievement summaries for special education sub-group
- Provided guidance to Response to Intervention (RTI) teams regarding intervention process
- Assisted in development of local procedures documents/manuals for Special Education

operations

- Completed full or partial file audits with feedback and plan for improvement
- Maintained meticulous documentation for audits and regulation compliance
- Collaborated directly with Chief Academic Officer, Chief Operations Officer, and
- Chief Financial Officer to develop and implement a budget for programs and services in compliance with applicable federal and state laws
- Implemented special projects such as progress monitoring, related services management, and clean-up efforts for 36 schools
- Redesigned struggling school system and led transformation to highly-functional and student-oriented district
- Spearheaded and implemented organizational structures that significantly increased efficiency and productivity with communication and timeliness of reviews and meetings
- Successfully negotiated contracts with outside companies to interview and hire professionals to provide specialized instruction and other related services.

2008-08 -
2009-11

Special Education Teacher and Learning Support Specialist

Manassas Park City Schools, Manassas Park, VA

- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Assisted teachers with classroom management and document coordination to maintain positive learning environment.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Studied and implemented latest information on specific subjects and learning strategies.
- Provided instructional support to students unable to attend regular classes.
- Worked with teachers to optimize learning plans based on student test grades and evaluations.

- Participated in lesson planning and curriculum implementation to promote quicker rollout and delivery.
- Supported planning and preparation for culturally-diverse class sessions.
- Tutored struggling students individually and in small groups to reinforce learning concepts.
- Created lesson materials, visuals and digital presentations to supplement lesson plans.

2005-08 -
2007-11

Special Education Teacher and Coach

Killeen Independent School District, Killeen, TX

- Delivered effective and differentiated classroom instruction to range of neurodiverse students.
- Modified general education curriculum for special-needs students using various instructional techniques and technologies.
- Assisted struggling students to maintain progress levels by designing individualized lesson plans focused on areas for improvement.
- Provided life skills programming for students with moderate to severe autism.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.
- Taught students across multiple classifications and degrees of special needs.
- Redirected students using Positive Behavior Support (PBS).
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Taught reading, language arts and social sciences in self-contained ED and LD classroom.
- Led activities that developed students' physical, emotional and social growth.

2003-05	Bachelor of Arts (BA): Sociology/Psychology <i>University of Central Arkansas - Conway, AR</i>
2006-05	Master of Business Administration (MBA): Human Resource Management <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.52/4.0
2013-05	Doctor of Education: Educational Leadership <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.81/4.0
2014-05	Master of Educational Administration (MEA): Educational Administration <i>St. Ambrose University - Davenport, IA</i> GPA: 3.86/4.0
2021-08 - 2022-05	Executive Leadership <i>Rice University - Houston, TX</i>
2018-01 - 2020-01	School Superintendent <i>University of Texas At Tyler - Tyler, TX</i>

Certifications

Texas Education Agency: Special Education EC-12,
Principal EC-12 Certificate, Superintendent EC-12

Affiliations

Council for Exceptional Children (CEC), Association for Supervision and Curriculum Development (ASCD), National Association of Federal Education Program Administrators (NAFEPA), Texas Association of School Business Officials (TASBO), Association of Compensatory Educators of Texas (ACET), Texas Alliance of School Administrators (TASA), Texas Association of Black School Educators (TABSE), Alpha Kappa Alpha Sorority, Incorporated, Links, Incorporated.

Lauren Fellers

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Education

Ph.D. Measurement, Evaluation and Statistics, 2017

Teachers College, Columbia University, New York, NY

Dissertation Title: *Developing an approach to determine generalizability: A review of efficacy and effectiveness trials funded by the Institute of Education Sciences*

Dissertation Advisor: Elizabeth Tipton

M.A. Educational Psychology: Research and Evaluation Methods, 2010

University of Colorado Denver, Denver, CO

B.A. Psychology, B.B.A. Marketing, 2008, cum laude

Harding University, Searcy, AR

Fellowships

Institute of Education Sciences Postdoctoral Fellowship – New York University

Research Interests

Continuous improvement in education and non-profit settings; Generalizability of experimental and observational studies; Student college and career readiness programs and pipelines; Federal and State Education Accountability

Certificates

What Works Clearinghouse - Group Design Standards Training

Data Camp - Data Scientist Career Track Course Completion

Research and Professional Experience

Executive Director of Assessment and Accountability,

Charter School Programs Grant Project Director

ReponsiveEd

Current position as of February 2019

Supervisor: Dr. Christian Cutter, Chief Academic Officer

- Lead team of 10 direct reports to carry out all aspects of assessment, accountability, data support, and evaluation for a charter management organization operating over 100 schools in multiple states

- Implement school improvement plan for underperforming campuses, directly supporting campus leadership to address student achievement, teacher development, and sustainable high impact campus processes
- Train campus and district leadership to create actionable strategic plans, implementation timelines, and progress monitoring
- Direct department leadership and staff in applying appropriate data analysis and reporting
- Support Chief Officers on funding opportunities, research initiatives, and recommendations from evaluation findings
- Present relevant high impact processes and findings to internal and external audiences
- Manage, coordinate, and report all Charter School Program grant related activities; organizing and preparing data for Annual Performance Report; maintaining and operating budgets; regular meetings to oversee all grant related programs and initiatives
- Brief external evaluators and federal program officer to support the continuous improvement of grant funded programs and activities
- Plan, develop, and implement functions related to formal program evaluation for the district
- Coordinate statistical systems to ensure the timely production of tabular and graphical reports for the purpose of district-wide and campus accountability and evaluation
- Strategic planning for annual reporting of district-wide and campus accountability and evaluation
- Develop and validate data represented in district dashboards
- Build capacity with leadership and staff for data interpretation and application

Director of Data and Research for Virtual Learning

ReponsiveEd

August 2018 - February 2019

Supervisor: Kalese Whitehurst

- Promoted to support Chief Academic Officer on district-wide research and evaluation agenda
- Coordinated campus data systems to track student academic progress and support academic achievement
- Planned, developed, and implemented evaluation of curriculum and other virtual academic programs as they relate to academic achievement

IES Postdoctoral Fellow

New York University

Sept. 2016 – Aug. 2018

Supervisor: Dr. Jennifer Hill

- Collaborated simulation for propensity score estimation using current machine learning techniques including generalized boosted models and regression trees
- Completed online data science and programming courses for advanced skills in R and Python
- Partnered with other departments to create streamlined Introductory Statistics class – created an online game version of some topics (i.e., hypothesis testing)
- Class preparations and project development for graduate course: Data Science for Social Good – creating assignments, presenting topics relating to the practicalities of research and evaluation

Research Intern

American Institutes for Research, Washington, DC

June-Aug. 2015

Supervisor: Dr. Jessica Heppen

- Participated in recruitment of participants and initial qualitative observations of participants for large-scale efficacy trial
- Contributed to data collection, statistical analysis (both quantitative and qualitative), and summary of findings for reports across several projects
- Conducted quality control (replication success) of statistical analysis code for other project team members
- Presented discussion on methods of generalizability to internal Quantitative Methods group

Graduate Assistant

Teachers College, Columbia University, New York, NY

Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Studied meta-analysis methodology and causal inference methods, with a focus on issues of generalization and external validity
- Wrote a literature review of site selection methods used in IES funded Scale-up studies
- Conducted analyses using R, including multi-level models, meta-analysis models, and data visualization
- Contributed literature review, statistical analysis, and layout of grant proposals for NSF and IES requests

Research Assistant

CPRE Teachers College, Columbia University, New York, NY

Dec. 2013

Supervisor: Dr. Elizabeth Tipton

- Conducted evaluation of Thailand IN-STEP science program for Kenan Foundation using Short Interrupted Time Series design with a comparison group
- Drafted report and tables summarizing results

Graduate Assistant

Teachers College, Columbia University, New York, NY

Feb. 2013-June 2013

Supervisor: Dr. Brian Perkins

- Used NVivo software to enter and analyze qualitative data for an evaluation of a school climate survey conducted in 40 schools in Brazil
- Completed written summary of findings for professional report

Evaluation Specialist

The Evaluation Center, University of Colorado Denver, Denver CO

Dec. 2010 – Aug. 2012

Supervisor: Bonnie Walters

- Project lead for Junior Achievement of America (JA) program evaluation, a civic and financial education curriculum
- Created, piloted, and revised tests for JA curriculum using item discrimination and other classical test theory methods
- Carried out study protocol in K-12 classrooms, observing curriculum proctors to complete fidelity of implementation measures
- Completed technical reports and presented findings for clients across numerous projects
- In support of other projects: Conducted individual interviews and focus groups; Tracked and analyzed data for longitudinal analysis; Created survey instruments and interview protocols

Graduate Assistant

The Evaluation Center, University of Colorado Denver, Denver CO

April 2010 – Nov. 2012

Supervisor: Bonnie Walters

- Graduate assistantship allowed for the introduction and training in various statistical and analytic software (NVivo, SAS, SPSS)
- Increased exposure to various research methods and skills such as interviews, writing, project planning, and data collection procedures

Presentations and Teaching

Presentations

Fellers, L. (2022). *Campus Improvement Plans: Use them or lose them. Moving beyond test scores and make improvement continuous.* Topic presented at the annual Texas Public Charter School Association Conference.

Fellers, L. , Tipton, E. (2017). *Does IES Funded Research Represent U.S. Schools Well? An Evaluation of Issues of Generalizability in Grant Funded Research between 2005-2014.* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Tipton, E., **Fellers, L.**, Caverly, S. (2015). *Site Selection in Experiments: A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies* (with E. Tipton & S. Caverly). Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Teaching Assistant: HUDM 5122 Applied Linear Regression Analysis
Teachers College, Columbia University, New York, NY
Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Planned and led weekly SPSS lab and recitation section for a class of 75-100 masters and doctoral students in economics in education, clinical psychology, and bio-behavioral programs
- Held weekly office hours, graded assignments, and coordinated with three other teaching assistants and professor

Teaching Assistant: HUDM 4122 Probability and Statistical Inference
Teachers College, Columbia University, New York, NY
Sept. 2014-Dec. 2014

Supervisor: Dr. Young-Sun Lee

- Planned and led weekly SPSS lab, practice problem sets, and recitation section for a class of 30 students in multiple disciplines across education.

Publications and Technical Reports

Tipton, E., **Fellers, L.**, Caverly, S., Vaden-Kiernan, M., Borman, G., Sullivan, K., & De Castilla, V. R. (2016). Site Selection in Experiments: An Assessment of Site Recruitment and Generalizability in Two Scale-up Studies. *Journal of Research on Educational Effectiveness*, 9(Sup1), 209-228.

Fellers, L., Brodersen, R.M., Walters, B. (August, 2012). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2011-2012*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (December, 2011). *Building Research Achievement in Neuroscience: Interim Evaluation Report*. University of Colorado Denver: School of Education and Human Development.

Brodersen, R.M., **Fellers, L.**, Walters, B. (September, 2011). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (August, 2011). *Junior Achievement Elementary and High School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Paterson, W., Walters, B. (July, 2011). *Goodwill Youth Services: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development

Brodersen, R.M., A., **Fellers, L.**, Walters, B. (March, 2011). *Junior Achievement Elementary and Middle School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Walters, B. (August, 2010). *Goodwill Youth Services: Evaluation Report 2009-2010*. University of Colorado Denver: School of Education and Human Development.

Lisa M Taylor

(469) 446-0284

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Human Resources Professional Profile

SENIOR HUMAN RESOURCE PROFESSIONAL, TRUSTED ADVISOR, AND EMPLOYEE ADVOCATE recognized for designing pragmatic programs that foster creative thinking and innovation resulting in improved business results within the retail, restaurant, multi-family, franchise, real estate, manufacturing, distribution, education, and third party management consulting fields. Successful track record of developing and inspiring people to realize their potential balanced with promoting a work environment that attracts and retains high-potential talent. Fosters creative thinking and innovation to capitalize on business opportunities, increased productivity, and profitability while focusing on the bottom line.

Employee Relations
M&A Integration
Legal Compliance

Strategic Planning
Change Management
Multi-state/Multi-unit

Benefits/Payroll Management
Performance Management
Recruiting/Onboarding

KEY ATTRIBUTES

- **Business Acumen:** Understands how the business works. Leverages internal and external data and insights to build perspective and balance short-term and long-term trade-offs. Focuses on the current and future customer's needs. Knows the competition and stays aware of trends.
- **Strategic Planning and Execution:** Able to develop distinctive strategies and translate them into clear objectives and action plans; align organization needs and deploy resources, accordingly.
- **Influencing and Negotiating:** Garners acceptance for proposed changes and initiatives. Proficiently negotiates to create best outcome.
- **Team Leadership and Development:** Develops diverse capabilities and enables entrepreneurial thinking/risk-taking. Encourages diversity of talent and accurately appraises performance, provides formative feedback and recognition consistently and timely. Provides superior coaching and demonstrates strong technical knowledge.

CORE COMPETENCIES

- Strong strategic thought leadership
- Superior problem solving/analyses
- Ability to navigate through ambiguity and pivot quickly
- Strong customer focus
- Aspirational Servant Leadership Drive
- Proficient communication skills
- Exceptional business acumen and organizational savvy
- Effective project management abilities

PROFESSIONAL SUMMARY

Blue Learning/Responsive Education Solutions (CMO)

Vice President, Human Resources (November 2020-Current)

- HR Leader for 5 separate non-profit organizations, including 2 charter holders, and 1 for-profit company.
- Manage a team of 21 across these organizations responsible for approximately 3,000 employees.
- Partner strategically with leadership on growth initiatives and management agreements across the U.S.
- Responsible for driving key infrastructure efforts of expansion within each organization to include benefits, recruiting, payroll, compensation, employee relations, operations, and compliance.
- Formulate process and procedures to integrate each organization into our Paylocity HRIS.

ClubCorp

Director of Human Resources (August 2019-September 2020)

- Create strategic plan to drive new culture and leadership for 21,000 employees nationwide.
- Partner with Senior Vice Presidents and General Managers of North and East regions to provide support for 47 Golf and Country Club locations. Initial support of Corporate Office with 350 employees including 50 person call center.

- Managed reorganization of Finance/Accounting department simultaneously with acquisition and onboarding of 5 Golf and Country Clubs from Toll Brothers.
- Monitor and manage furlough of approximately 3,000 employees in 15 states during COVID-19 to include restructure and severance packages where appropriate.

Streetlane Homes PM, LLC (Purchased by Roofstock)

Director of Human Resources, Risk Management, and Compliance (March 2018-July 2019)

- Formulate process and procedures to support new, start up in all areas of Human Resources including talent management, talent acquisition, employee relations, and project management.
- Negotiate and design employee benefit offerings and cost sharing.
- Promote and manage all compliance and employee development training programs.
- Act as legal representative for SOP's and manage defense of all legal claims.
- Report, manage, and coordinate all property insurance claims and repairs with insurance carriers and adjusters.
- Investigate and resolve all property liens with HOA's, County's, and lenders to finalize asset sales.
- Prepare and present due diligence necessary for new investors.

GreyStar, Irving, Texas

Senior Director, Employee Relations and Performance (February 2016- March 2017)

- Managed team of 6 Employee Relations Directors to provide conflict and relationship management, terminations, workplace conduct issues, and other legal action.
- Executed Company's talent management strategy, policies, and procedures in compliance with EEO, federal, and state employment laws in a values-driven, high-performance culture of 12,000 employees.
- Managed the implementation of Qcera LeaveSource software to track an average of 250+ FMLA leaves.
- Served on executive committee to evaluate RFP's which led to the selection of Workday for HRIS needs.
- Evaluated and implemented system to improve communication between Risk Management and LOA team resulting in a 10% reduction of outstanding claims and insurance premiums.
- Managed confidential, anonymous report line to ensure prompt and thorough investigations took place.
- Collaborated with Payroll, Compensation, Recruiting, HRIS, and Risk Management to ensure effective communication took place to mitigate risk and promote employee development and satisfaction.

Century Golf Partners Management, LP, Dallas, Texas, Previously WMC Management (no break in service)

Vice President, Human Resources (March 2005-November 2015)

- Selected to lead newly formed management company (aka Arnold Palmer Golf/APGM) with 53 public and private golf courses and 5,000+ employees across the U.S., reporting directly to the CEO.
- Managed a team of 7 to provide all HR support functions.
- Strategically managed the overnight acquisition and onboarding of 26 golf courses with 2,100 employees.
- Acquired and relocated the corporate office of APGM from Orlando, FL to Dallas, TX one month after Century was formed adding an additional 23 locations with 1,200 employees to the team.
- Evaluated existing benefit strategy and partnered with new benefits brokers to consolidate health plans from 17 providers to 2, resulting in a significant decrease in administrative burden and costs for employer.
- Converted the 401(k) plan and revised employer match resulting in a savings of approximately \$250,000.00.
- Designed and implemented new performance management process. Trained and coached leaders and managers on how to give effective reviews that encourage employee growth.
- Led team to create the policies, procedures, and Employee Handbook for multi-state territory.
- Analyzed and reduced job titles and descriptions from 198 to 42 in accordance with the FLSA.
- Centralized employee records which significantly reduced DOL liability and streamlined the reporting process.
- Managed external relationships with vendors, auditors, legal, EEOC, DOL, and OSHA.
- Negotiated contract for centralized and upgraded timekeeping system with UniFocus at no cost.
- Facilitated rapid two day recruitment and onboarding of 200 employees upon takeover of Disney World Golf.
- Created a consistent, centralized support function for many different owners with differing needs including Walt Disney World Golf, City Municipalities and Native American land owners.

WMC Management Company, LLC, Addison, Texas, Previously Walden Residential (no break in service)

Vice President, Human Resources (2000 – 2005)

- Retained by new private equity owners (Olympus Real Estate Group) to lead the Human Resource function for approximately 4,000 employees in multiple entities including Walden Residential Properties (large, multi-family REIT), Arnold Palmer Golf Management, Hyphen Solutions (residential builders software), Crow Holdings (small real estate investment group of 17 employees), and Allbridge Investments (small commercial real estate investment firm with approximately 30 employees).
- Reported to CFO with responsibility for multiple budgets totaling approximately \$19,000,000 and management of an additional \$100,000,000 in payroll. Previously reported to SVP/General Counsel and the President/CEO, respectively.
- Facilitated retention bonuses, severance packages, dissolution of Employee Stock Ownership Plan, and stock distributions upon conversion of Walden Residential from a public entity to private ownership.
- Expanded the Human Resource department from a team of 8 supporting 1,300 employees to a team of 12 supporting 4,000 employees of 5 separate entities in twenty states including CA, NY, CT, and OH.
- Negotiated the conversion of Payroll/HRIS software at no cost to the company saving \$80,000 in conversion fees plus an additional \$30,000 in annual network hosting and user fees.
- Investigated and resolved misapplied outdated funds through the Internal Revenue Service and several state agencies generating a savings of \$100,000.
- Re-engineered the work compensation program with annual savings of approximately \$100,000 of insurance premium reductions.
- Successfully held off a union organizing attempt in CA.
- Managed contract negotiations and vendor selections for insurance, payroll, unemployment, background screening, and employee award programs.

**Walden Residential Properties, INC, Dallas, Texas
Manager, Human Resources (1998-2000)**

**Pearle Vision, INC., Dallas, TX (1994-1998)
Supervisor, Human Resources (1996 – 1998)
Human Resources Assistant (1995 – 1996)
Franchise Department Coordinator (1994-1995)**

Education

University of Texas at Arlington

Bachelor of Business Administration in Business Management

Human Resources Professional Development Class/SHRM

Senior Professional Human Resources Certification/SHRM

MICHAEL TERRY

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Educational Leadership | Constituency Relations | Strategic Planning

PROFESSIONAL EXPERIENCE

RESPONSIVEED – Lewisville, Texas 2016-present
Superintendent, Founders Classical Academies

- Provide programmatic supervision for Founders schools in Texas and Arkansas
- Oversaw rapid growth of business unit from six to twenty-plus classical charter campuses since 2016 with a focus on building an understanding of knowledge, virtue and liberty in our students
- Conduct cost-analysis and produce multi-year budget projections for new school launches
- Supervise expansion of new campuses
- Plan and supervise budgets for business unit
- Oversee recruiting and hiring of school leaders and teachers

AMERICAN TEACHER INITIATIVE – Lewisville, Texas 2016-2022
Director

- Oversaw creation and development of teacher recruitment and training initiative focused on placing teachers in schools dedicated to knowledge, virtue, and liberty
- Planning two-week training program each year
- Trained and deployed 500 new teachers in its seven years of activity
- The initiative continues to operate as the Founders Teacher Initiative within the Founders Classical Academy brand with my supervision.

RESPONSIVEED – Lewisville, Texas 2015-2016
VP of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Managed community relations initiatives

UPLIFT EDUCATION – Dallas, Texas 2012-2015
Director of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Responsible for planning and implementation of teacher performance pay program
- Managed public relations, marketing, employee communications and community relations team, including new school outreach in primarily Latino communities
- Served as a thought-partner with assistant superintendents and school directors on the parent-school relationship

...continued...

TEACH FOR AMERICA – Dallas, Texas 2012
Director of Growth Strategy and Development

- Provided donor intelligence using development research practices and tools
- Expanded potential donor base through knowledge of Metroplex philanthropic community

ALLEN ACADEMY – Bryan, Texas 2010-2012
Director of Marketing/Communications & Development

- Planned and implemented strategic marketing program to drive a net enrollment increase of 22% in 2010-2011
- Developed institutional messaging and produce supporting print and electronic materials
- Led annual fund campaigns and initiative-driven donor cultivation
- Advised school director and board of trustees on a range of issues including admissions, marketing, development, and alumni relations

GREENHILL SCHOOL – Addison, Texas 2006-2010
Director of Communications

- Drove increase in alumni annual giving by 90% through improved communications and engagement (targeted giving campaign and marketing outreach)
- Managed communications team of three people with a \$150,000 budget, providing 10-15% annual savings by nurturing vendor relationships
- Increased constituency pride by improving messaging and transitioning to electronic resources.
- Produced quarterly initiative-driven parent and alumni magazine and donor-relations reports
- Directed donor events including six and seven figure gala fundraisers

GREENHILL SCHOOL – Addison, Texas 1999-2006
Web Services Manager/English Literature & Journalism teacher

- Designed, developed and launched school's first web site
- Developed scope and sequence for digital research program
- Built alumni sports database to track athletics participation
- Established the school's social media presence (Facebook, Vimeo)
- Produced web-based media content to extend Greenhill's marketing reach
- Advised school's nationally-recognized student newspaper

COMPUCOM SYSTEMS – Dallas, Texas 1998-1999
Proposal Specialist

- Wrote proposal responses that helped win more than \$10 million in contracts annually
- Developed multimedia proposal that helped secure a \$35 million services deal with HP Corp.
- Created innovative digital responses to change traditional proposal evaluation process at large organizations

COMED – Chicago, IL 1996-1998
Communications Specialist

- Created web-based platform for company reorganization information
- Developed digital content delivery network for employee communications
- Worked closely with executive vice-presidents to produced divisional quarterly reports

KBTX TV – Bryan, Texas 1992-1994
Chief News Photographer

- Covered a broad range of news stories including development of Bush Library, G.W. Bush 1994 gubernatorial campaign, Branch Davidian standoff, Texas education reform, Managed fleet of news vehicles, including remote microwave unit
- Trained news photographers

KAMU TV – Bryan, Texas 1991-1992
Production Assistant

- Assisted with production of Texas A&M football coach's show
- Production functions of local affairs show, *15 Magazine*
- Covered Texas A&M events for rebroadcast

EDUCATIONAL BACKGROUND

Texas Teacher Certification 2000
UNIVERSITY OF TEXAS AT DALLAS – Dallas, TX

MA, Communications 1996
WHEATON COLLEGE – Wheaton, IL

- MA in Communications with an emphasis on organizational communications
- Completed six-month co-op program with Andersen Worldwide, LLP

BS, Journalism 1992
TEXAS A&M UNIVERSITY – College Station, TX



MUNDI WORTHAM, M.ED

Educational Leader

PROFILE

Experienced educational leader specializing in federal programs and bilingual/ESL initiatives. Proven expertise in overseeing compliance with state and federal regulations, managing grant programs, and driving continuous academic improvement. Adept at developing and implementing strategic plans to support diverse student populations, enhancing educational outcomes for English language learners, and fostering collaborative environments that prioritize equity and inclusion. Skilled in budget management, data analysis, and providing leadership in the development of innovative educational programs.

CONTACT

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817-908-6388

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mwortham@responsiveedtx.com
mundiwortham@gmail.com

HOBBIES

Biking
Gardening
Running
Binge watching
Family

EDUCATION

Master of Education in Administration w/Principal Certification | Concordia University, Austin, TX

Bachelor of Arts in Interdisciplinary Studies | University of Texas, Arlington, TX

WORK EXPERIENCE

**Director of Federal Programs & Director of Bilingual/ESL Programs
ResponsiveEd Educational Solutions**

August 2019 – Present

Ensures compliance with State and Federal funding requirements, including ESSA and EDGAR, by providing leadership in grant development, implementation, evaluation, and audits. Develops departmental procedures and offers consultative services and technical assistance to District and Campus personnel on grant-related matters. Leads the creation of the annual budget for the District and campuses and serves as the compliance officer for federal and state grant programs, ensuring adherence to all guidelines. Collaborates with program directors to support continuous academic improvement for students.

Sarasota County District Director - Acceleration Academies

January - June 2019

Led the academy from its inception in 2018. Responsibilities included canvassing for potential students, providing instructional leadership, and conducting data analysis. Played a pivotal role in launching the site, networking within the community, and driving enrollment. Strategically implemented the school's mission, managed resources, and led staff to ensure students were prepared for success in college, careers, and life. Developed a shared vision for equitable outcomes, set ambitious short- and long-term goals, and executed a school improvement plan to achieve student success. Established a culture of continuous improvement by regularly using data and assessments to monitor progress and adjust strategies as needed.

WEBSITE

[Mundi Wortham LinkedIn](#)

CERTIFICATIONS

Principal Grades EC-12

Elementary Self-Contained Grades 1-8

English Elementary Grades 1-8

English As A Second Language
Supplemental Grades 1-8

Multilingual Program Specialist - Houston Independent School District -

October 2018-January 2019

Serve as a subject matter expert in Bilingual/ESL programs, leading the coordination and implementation of instruction and related services for students in accordance with district procedures and applicable state and federal laws. Confer with staff to explain program and individual responsibilities for functions and phases of program.

- Oversee the implementation of multiple bilingual/ESL program designs through data disaggregation to ascertain the effectiveness of instruction.
- Recommend and provide ongoing professional development for bilingual/ESL teachers based on disaggregated data to increase student achievement as measured by student assessment data at the district, state, and federal level (PK-12).
- Support bilingual/ESL teachers through classroom observation and provide input to teachers and administrators.

Assistant Principal - Joshua Independent School District, -

June 2017 - February 2018

Strategically implemented the school's mission, managed resources, led students, and oversaw staff to ensure that every student was prepared to succeed in college, career, and life. Developed a shared vision for equitable results; set aligned, ambitious short- and long-term goals; and executed an actionable school improvement plan to ensure achievement for all students. Established and reinforced a school culture that was focused on continuous improvement, regularly using data and assessments to monitor progress towards goals, and strategically adjusted practice.

Robert Davison
Chief Operating Officer
ResponsiveEd

rdavison@responsiveedtx.com
214-335-5763
1301 Waters Ridge Drive
Lewisville, Texas

Executive Summary

Well organized, creative, and proven operations executive with experience working with all stake holders from Executive level to School Activations and daily operational staff. Significant negotiation experience with Real Estate contracts as well as all other operational contracts. Proven track record of delivering multiple business expansion projects on time and within budget. Extensive experience in developing and executing strategic plans leading to highly successful multi-million dollar organizations. Over 25 years experience developing and operating charter schools.

Employment History

Heritage Academy Charter Schools Inc. – July 1, 2019 to Present – CEO-Board Member

A-Rated School District educating under-served children in Texas.
Received the highest financial rating by Texas Charter First for the last 4 school years.
Improved net assets by 71%.

Provide Executive Leadership for School Support Services, including Finance, Marketing, Operations, Human Resources, PEIMS, Professional Development, Health and Safety, Public Relations, Student Data Management, Student Recruitment, Policy Development, and Record Keeping.

ResponsiveEd– May 1, 2000 to Present – Chief Operating Officer

ResponsiveEd is a nonprofit organization that currently operates more than 100 high-performing, open-enrollment public charter schools serving more than 25,000 students in communities across Texas and Arkansas. ResponsiveEd is one of the highest-performing public charter school systems in the United States, delivering a rigorous “College Bound” education to students in grades K-12. ResponsiveEd has developed an aggressive school expansion plan to reach 125,000 students in multiple states over the next 10 years.

Responsibilities Include:

- I. **Organizational Leadership** – The COO plays a key role in developing and refining ResponsiveEd’s overall vision and strategy, and managing change processes in support of organizational objectives. As a member of the senior leadership team, the COO is a key adviser and thought partner to ResponsiveEd’s Chief Executive Officer and Senior Management Team. Responsible for maintaining and enhancing organizational culture that (i) creates a culture of Universal Achievement; (ii) Collaboration with all Team Members; (iii) Alignment of Standards, Regular Assessment, continuous improvement and innovation; (iv) recognizes the primacy of recruiting, developing and retaining great talent, and (v) Data Quality Management across all aspects of the business.

- II. Board and Governance – Works in conjunction with the CEO to develop Board Agenda items including but not limited to Finance Updates, Policies, Property Acquisitions, and Legal Updates.
- III. Strategic Planning and Budgeting - Oversee organizational budgeting process and annual strategic planning, collaborating with stakeholders and senior leadership to ensure strategic priorities are aligned with budget priorities and translated into rigorous, executable plans.
- IV. Operational Leadership - Manage six direct reports responsible for driving operational excellence in the following functions: Operations, Real Estate Acquisition and Facilities, Construction and Expansion.
 - Coach functional teams in designing and implementing the systems, processes and services that support ResponsiveEd schools and programs in delivering educational outcomes to our schools, and organization wide team members.
 - Collaborate with key internal stakeholders – Chief Academic Officer, school principals and Vice President of School Operations, Vice President of Human Resources, Director of Marketing – to ensure the alignment of shared services team execution with overall organizational goals and the day-to-day needs and realities of ResponsiveEd schools. Drive school satisfaction by delivering excellent service across functions and maintaining effective relationships and communication channels with school leadership.
 - Supervise design and execution of ResponsiveEd’s school expansion strategy, working with leadership, charter authorizers, and legal counsel to launch new schools. Build a sustainable, scalable, cost-efficient operational infrastructure that supports continued growth.
 - Promote and ensure ResponsiveEd’s continued financial sustainability. Oversee sound, timely and accurate financial management, planning and reporting processes.
 - Collaborate with legal counsel to manage and mitigate legal risk and ensure compliance with city, state and federal laws and regulatory mandates.
 - Lead real estate negotiations and real estate financing activities; oversee development and implementation of facilities plan to manage and operate high quality functional school facilities.
 - Cultivate professional networks inside and outside the organization; encourage input and ideas from others; foster collaboration across departments and manage differences with diplomacy.
- V. Safety
Oversight for School Safety for both Heritage Academy and ResponsiveEd. Implemented Emergency Operation Plans for all campuses. Ensured that all instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored.

Education

Bachelor’s Degree – University of Arkansas – Communications with Minor in Business Administration

Registered Texas School Business Administrator

Rosalinda S. Gonzalez
 601 Solar Drive, Mission, Texas, 78572
 956-458-8691
 rgonzalez@responsivedtx.com

After 30 years' experience in two of the largest school districts in south Texas, Mission Consolidated Independent School District and McAllen ISD, I decided to retire and dedicate the rest of my life to recovery of students who had dropped out of school and had not earned a high school diploma. The dropout rate was a national and state concern at the time. Since I had experienced personally and professionally the importance of education to improvement of quality of life for oneself, the community and the state, it became my goal to open doors for others to earn their high school diploma.

Areas of Specialty	<ul style="list-style-type: none"> • <i>K-12 Curriculum and Instruction</i> • <i>Guidance & Counseling</i> • <i>Public Charter School Education</i> • <i>District Discrimination Investigation</i> 	<ul style="list-style-type: none"> • <i>Dropout Prevention Strategies</i> • <i>English as a Second Language</i> • <i>College Access and Success</i> • <i>Special Education Services</i> • <i>Career and Technical Ed Programs</i>
Education	<p><i>Administrators' Mid-Management Certificate</i> 1986 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Masters in Counseling and Guidance</i> 1973 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Bachelor of Arts in English</i> 1967 <i>Minor in History</i> <i>University of Texas Pan American, Edinburg, Texas</i></p>	
Experiences	<p><i>Executive Director Premier High Schools</i> 2020-Present</p> <p><i>Title IX Coordinator Responsive Education Solutions</i> 2003-Present</p> <p><i>Assistant Superintendent Premier High Schools</i> 2018-20</p> <p><i>Chief Academic Officer for Responsive Education Solutions</i> 2011-18</p> <p><i>South Texas Area Superintendent — Chief Academic Officer</i> 2009-11</p> <p><i>Director of Academics for Eagle Charter Schools</i> 2006-09</p> <ul style="list-style-type: none"> • Reviewed graduation requirements for students in high school and middle school for accurate grade placement • Continuous review and refinement of district curriculum • Implemented and audited strategies and techniques for English Language Learners <p><i>Director of Eagle Academy of Pharr, Texas and Technical Assistance to Schools in Mission, Laredo, Del Rio and Brownsville Texas</i> 2004-06</p> <ul style="list-style-type: none"> • Coordinated and provided academic assistance and support for charter high schools in South Texas region. <p><i>Director of Eagle Academy of Pharr, Texas</i> 2003-04</p>	

<i>Assistant Superintendent for Mission CISD</i>	1998-2002
<ul style="list-style-type: none"> • Coordinated curricular, academic, and student support services for K-12 grades 	
<i>Administrator for Secondary Education for McAllen ISD</i>	1997-98
<ul style="list-style-type: none"> • Coordinated academic services for middle and high school in a traditional school setting 	
<i>Principal for Options High School, McAllen ISD</i>	1995-98
<ul style="list-style-type: none"> • Created Dropout Prevention School for non-traditional learners 	
<i>Principal for Lincoln Junior High, McAllen ISD</i>	1993-95
<ul style="list-style-type: none"> • Directed middle school program for 850 students in grades 6-8 	
<i>Dean of Instruction for McAllen High School, McAllen ISD</i>	1984-93
<ul style="list-style-type: none"> • Supervised overall instructional program and coordinated academic services for grades 9-12 	
<i>Guidance Counselor for McAllen High School, McAllen ISD</i>	1979-83
<ul style="list-style-type: none"> • Coordinated guidance and counseling services for grades 9-12 and supervised all counseling personnel 	
<i>Guidance Counselor for Jeff Davis High School, Houston ISD</i>	1975-77
<ul style="list-style-type: none"> • Coordinated counseling and academic services for at-risk students at inner city school 	
<i>English Teacher, Mission High School, Mission CISD</i>	1971-74
<ul style="list-style-type: none"> • Taught 12th grade student population 	
<i>Director for Adult Education, United States Kadena Air Force Base, Okinawa, Japan</i>	1967-69
<ul style="list-style-type: none"> • Coordinated GED or high school completion services for military personnel 	
<i>Kindergarten Teacher, El Mesias Methodist Church, Mission, Texas</i>	1965-67

Community Service
Activities

- Texas Charter Schools Association Quality Framework Member (2 yrs)***
- Current Member of Intercultural Development Research Association (IDRA) Board of Trustees, San Antonio, Texas (20 years)***
- Current Civil Service Commissioner for City of Mission, Texas (5 years)***
- Current Member of El Mesias Methodist Church, Mission, Texas (life)***
- Board of Trustees Member for Mission School District (12 yrs)***
- Founding Board of Regents Member for South Texas College, McAllen, Texas (7 yrs)***

Shannon Hyde

Operations Coordinator

2305 Creekege Court
Corinth, TX 76210
(469) 933-7238
sehyde@responsiveed.com

SUMMARY:

A loyal and dedicated RES employee for 8 1/2 years, and an extremely meticulous and detail-oriented business professional with over 20 years of combined experience in education, finance, and the telecommunications fields. Possesses skills in project management, operations support, and training. Seeking a challenging position where I can utilize my knowledge of RES, and its different brands to help the company expand into different states.

PROFESSIONAL SKILLS:

Project Management:

Proficient in overseeing projects to make sure assignments are completed on time.

Interpersonal Communication:

The ability to interact and communicate effectively with people at all different levels and from different departments.

Adaptability:

The ability to adapt to change and being flexible when unexpected issues arise.

Organization:

Exceptional organizational skills which allows me to work on multiple projects with competing priorities simultaneously.

WORK EXPERIENCE:

Responsive Education Solutions, Lewisville, TX

Founders Operations Coordinator

2018 - Present

- Liaison between the superintendent and his 23 campuses
- Assist with the coordinating and implementing of multiple trainings and conferences each school year
- Provide training and support to the Founders front office staff
- Collect and organize data in regards to enrollment numbers, applications and ADA
- Arrange travel, maintain calendars and reconcile expenses for the superintendent

Campus Registrar/Secretary - Premier High School of Lewisville

2017 - 2018

- Enrolled new students
- Updated students' transcripts
- Requested and fulfilled records using TRex
- Prepared all of the reports for PEIMS
- Planned and organized graduation and the senior luncheon

Southwest Funding, Roanoke, TX

Mortgage Loan Processor

2015 - 2017

- Verified the accuracy of loan applications prior to them being disclosed
- Collected and analyzed all required loan documents for accuracy
- Completed verification of employment and reviewed borrowers' incomes
- Had constant communication with all parties involved to ensure an on-time closing was met

Responsive Education Solutions, Lewisville, TX

Campus Secretary - Carrollton Classical Academy

2013 - 2015

- Assisted in the development and maintenance of the campus calendar
- Handled parent inquiries expeditiously and efficiently
- Created and distributed the weekly newsletter to parents and staff
- Coordinated and scheduled all the after-school care programs

Quick Ship Mail & Business Center, Lake Dallas, TX

Office Coordinator

2012 – 2013

- Handled all merchandising, inventory, ordering and cash control
- Coordinated the grand opening ceremony with the Mayor of Lake Dallas & the Chamber of Commerce
- Hired, trained and coordinated a staff of 5
- Wrote all the training materials and procedures for the store

Live Ops, Inc.

Independent Contractor – Inbound Sales

2007 – 2012

- Worked a dedicated line for Lifelock – educated callers about identity theft protection, overcame objectives, and enrolled them in a plan that best suited their needs and lifestyle
- Consistently exceeded monthly sales quotas by 35%

Schools Financial Credit Union, Sacramento, CA

Training Specialist II

2000 – 2004

- Conducted training on a plethora of topics including, but not limited to – New Hire Orientation, Product Knowledge, Sales, Teller and New Accounts training
- Planned, organized, and developed training programs for management and non-management employees
- Developed course materials
- Regularly reviewed and updated training programs and materials as needed

Verizon Wireless, Folsom, CA

Project Manager/Sales Trainer

1996 – 2000

- Moved from Ohio to California to help launch the Telesales Department and to train all the inside sales reps on the Eastern Region markets (Ohio and Michigan)
- Developed the Eastern Region curriculum which included manuals, handouts, Powerpoint presentations, and role playing scenarios
- Trained 250 Telesales representatives, department supervisors, and managers on the Eastern Region curriculum
- Lead trainer for the Eastern Region launch in Detroit, Michigan
- Facilitated follow-up workshops
- Provided coaching and feedback to the Telesales reps and their supervisors

EDUCATION:

Kent State University – Kent, OH

B.A., Criminal Justice, Minor, Psychology

TECHNOLOGY SKILLS:

Proficient using all Microsoft Office programs, Google-based programs and Smart Sheets

T. Lynn Tompkins, Jr

Vice President Construction & Real Estate

Contact

1301 Waters Ridge
Lewisville, TX 75057
972-316-3663
ltompkins@responsivedtx.com

Education

University of Missouri-Columbia
Bachelor's Degree
1981 – 1985

Citizens Fire Academy – Frisco

City of Frisco / Citizen's Police
Academy

Keller Graduate School of
Management
Bachelor's degree

Key Skills

Construction Management
Budgets
Project Management
Facilities Management
Process Scheduler
Contract Negotiation &
Management

Experience – 30 years

Sep 2018 – Present *6 years 1 month*

Responsive Education Solutions
Texas, Arkansas

Responsive Education Solutions® (ResponsiveEd), Texas' largest public charter school holder, operates over 100 public schools across Texas and Arkansas. ResponsiveEd brands include Premier High Schools, Classical Academies, Quest Middle Schools, iSchool High Schools, Founders Classical Academies, Foundation School for Autism, Texas Virtual, Comprehend (virtual), and Futura (virtual) Academies. The organization was founded in 1998 to open a network of small, high-quality schools that were responsive to local community needs and designed with the individual student in mind.

ResponsiveEd serves over 18,500 students as of October 2018. ResponsiveEd's Mission is: To provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners. To learn more, visit www.ResponsiveEd.com.

Nov 2020 - Present *3 years 11 months*

Mayor - Town of Cross Roads, Texas
Town of Cross Roads, Texas · Contract

Nov 2015 – Aug 2018 *2 years 10 months*

Deputy Program Director - Dallas ISD 2015 \$1.6B Bond Program
North Texas

- Succeeded in securing the account for the Dallas Independent School District's \$1.6BB bond program, including creating the proposal, assembling the team, and devising the presentation.
- Supervised a team of 11 and oversaw general contractor project design and selection.
- Administered 17 district projects with total budgets of \$367MM.
- Attended public meetings that attracted 10 - 50 people, including teachers, principals, elected board of trustee members, architects, district staff, that outlined project priorities and concerns.
- Oversaw project managers, design manager and support staff to ensure that the projects were receiving the contract deliverables and being delivered on-time and on-budget.
- Led constructability reviews, developed contracts and front-end

documents for architects and engineers, initiated materials testing, managed hazardous materials and geotechnical analysis.

Aug 2009 – Oct 2015 *6 years 3 months*

Facility Manager / CIP Project Manager

Little Elm, Texas

- Completed multiple construction projects, such as 4 new buildings, bridges, water towers, solar panel projects, road projects, etc. with a cumulative budget in excess of \$100MM.
- Managed 7 Buildings totaling 100,000 sq. ft., 4 parks, concession stands, civil defense sirens, right of ways, irrigation systems, 7 Daktronics digital marquees, wastewater treatment plant, pump/lift stations, 4 water towers, card access systems and solar arrays.
- Supervised a team of 11 and hired contractors with a cumulative staff in excess of 100.
- Oversaw contracts for right of way maintenance, roofing, mechanical systems, preventive maintenance, energy management, landscaping, appliance repair, window washing, etc.
- Collaborated with community groups, such as senior citizens, friends of the library, county commissioners, HOAs and veterans groups to ensure their needs within the projects were met.
- Recipient of Community Builder Award recognizing my contributions to the community.

Sep 2006 – Jul 2009 *2 years 11 months*

Project Manager

CORE Construction

- Managed combined construction and design budgets of nearly \$25MM.
- Led design teams of 20+ people to complete renovations & upgrades to a skilled nursing facility, an assisted living facility & construction of a municipal court, fire station and recreation center.
- Oversaw the design, build and construction of several retail projects, including a movie theater, restaurant and a 45 acre site development project.
- Collaborated with developers and city officials, such as mayors, councilmen, court commissioners and department operators to ensure all their project needs were fulfilled.

July 2003 – Sep 2006 *3 years 3 months*

Project Manager

Campbell & Associates Consulting Engineers – Austin Commercial

Dallas, Texas

- Managed a cumulative construction budget in excess of \$98MM.
- Oversaw the design and construction of 12 elementary schools and 2 high schools.
- Supervised architectural teams of 25+ and collaborated with school principals, teachers, parents and community members to ensure their concerns were addressed in the design process.

Jan 2001 – Jun 2003 *2 years 6 months*

Project Manager
Jacobs Engineering
Greater Omaha Area

- Managed design and construction projects, such as the design of a high school and the construction of a new elementary school, that had a combined budget of over \$85MM.
- Completed renovations and additions to several elementary and high schools.
- Achieved a 99% satisfaction rating with the client by meeting all phase dates, managing changes, and keeping the projects on budget.

2000

Vice President, Principal
WORLD GROUP, LLC

Order out of Chaos... Challenged to restructure a Commercial Property Management Department that had been losing clients and had delinquent rents of over \$100,000, I reorganized the policies and procedures for billing, debt collection, emergency contacts, and certificates of insurance. Through skilled negotiation with a major client, I convinced them that this company's Property Management department was turning around and was able to retain this client. To ensure we could properly manage the properties, I started a maintenance department, complete with HVAC capabilities. During my tenure, I added six new office and retail properties to the portfolio with management fees over \$6,000/month.

1998 – 2000 *2 years*

Director, Technical Operations
The MEGA Corporation
Omaha, Nebraska

Demonstrating a high capacity to manage multiple tasks, I used my broad-based technical expertise to develop and manage a maintenance program for a portfolio of 60 buildings measuring nearly 5 million square feet, managed and trained 19 Building Engineers and implemented a computerized (MAXIMO) preventive maintenance system. I was also responsible for training and assisting Property Managers in troubleshooting and mechanical operations in commercial buildings.

1997 – 1998 *1 year*

Facility Manager
Washington University in St. Louis
St. Louis

Placed in the most mechanically demanding zone (Physics, Chemistry and Engineering) in a world class research facility comprised of 16 buildings, ranging in age from 20 – 100 years old, I was charged with total facility responsibility including maintenance (chillers, fume hoods), contracting, in-house construction, management of 10 union maintenance mechanics,

laboratory design and construction. My efforts resulted in the highest customer satisfaction rating given to any manager.

1994 – 1997 *3 years*

Vice President – Property Management

NAI Global Sweeney – Finn

Greater St. Louis Area

1992 – 1994 *2 years*

Property Manager

Colliers Turley Martin Tucker

Greater St. Louis Area

Licenses & Certifications

- Construction Management Association of America
- FEMA training that included IS-800.B (National Response Framework), IS-700 (An Introduction to National Incident Management System), ICS-300 (Intermediate ICS for Expanding Incidents), IS-00200.a (ICS Single Resources and Initial Action Incidents)
- OSHA 30 Hour Card
 - OSHA - Occupational Safety and Health Act

Volunteering

Lewisville Rotary

Rotary International

Jan 1994 – Present *30 years 9 months*

Adult Rehabilitation – Board Member – St. Louis, MO

The Salvation Army

Jan 1998 – Present *26 years 9 months*

Terri Baumann

1301 Waters Ridge, Lewisville, Texas 75057

940.536.8927

tbaumann@brightthinker.com

PROFESSIONAL SUMMARY

Accomplished Curriculum Development Executive with over 20 years of experience in the education sector, specializing in K-12 curriculum design, development, and distribution. Proven track record in managing large teams, streamlining processes, and overseeing the creation of hundreds of educational courses. Adept at leading cross-functional teams and implementing modernized systems to support organizational growth.

PROFESSIONAL EXPERIENCE

VP of Curriculum Development & Distribution

ResponsiveEd, Lewisville, TX

August 2024 - Present

- Spearheading the modernization of systems and processes to accommodate increased sales and fulfillment demands.
- Hiring and onboarding a new Director of Distribution and additional staff to enhance order fulfillment operations.
- Strategically planned and executed the expansion of the fulfillment area to support larger-scale operations.

VP of Curriculum Development

ResponsiveEd, Lewisville, TX

September 2021 - Present

- Lead and manage a team of 25-40 developers, including writers, editors, layout artists, graphic designers, and media specialists, to create K-12 worktext and online materials.
- Oversaw the development of all K-12 courses, with a primary focus on the creation of K-2 courses.
- Directly supervised the Writing Manager, Editing Supervisor, Media Supervisor, Online Manager, and Graphics Manager.
- Played a pivotal role in expanding the organization's curriculum offerings through effective team leadership and strategic planning.

Director of Curriculum Development

ResponsiveEd, Lewisville, TX

April 2001 - August 2021

- Led the revision and development of individualized courses tailored for use in ResponsiveEd schools.
 - Hired and managed contractors to create study guides aligned with textbooks.
 - Built and managed a team responsible for developing over 100 courses for 3rd to 12th grade, ensuring high-quality educational content delivery.
-

EDUCATION

Business Computer Programming, Major

Southern Technical College, Little Rock, AR
1986

SKILLS

- Curriculum Development & Design
 - Team Leadership & Management
 - Process Improvement & Modernization
 - Project Management
 - K-12 Education
 - Cross-functional Collaboration
 - Strategic Planning & Execution
 - Staff Hiring & Training
-

Tiffany Bracken

PROFESSIONAL SKILLS SUMMARY

Experienced training professional with extensive background in Hospitality, Sales, Technology and Customer Service. Most recent experience includes over 7 years in a Charter School District in Texas focusing on training events and resources curated for District & Campus Staff.

RESPONSIVED TEXAS

March 2017 - present

Training Director / Professional Development Team

- Directing a team of training professionals to coordinate, host and implement requested training events for Charter School District and Campus Staff.
- Oversee Learning Management Systems Administration including mapping professional development curriculum, group assignments and progress reporting in various online sites.

COLONIAL SAVINGS – Fort Worth, TX

April 2015 - March 2017

Instructional Design / LMS Administrator

- Responsible for the development and execution of instructor-led, eLearning and virtual learning solutions
- Developed evaluation metrics, analyze results and provide summaries for stakeholders
- Maintained LMS Administration including mapping curriculum, group assignments and reporting on progress in various programs available

SABRE – Southlake, TX

August 2011 - July 2014

Hotel RFP Training Manager

- Responsible for Training & Communications for both internal & external customers
- Planned, created and implemented all training documentation & video learning modules
- Created and maintained resources for our Hotel, Chain and Travel Buyer customers on our Support Website

HILTON WORLDWIDE – Dallas, TX

June 1985 - May 2011

Varying positions of increased responsibility including the following:

- IT Sales System Manager - Responsible for Training & Communications for all global IT Sales Systems Projects.
- National Sales System Training Manager - Responsible for delivering new hire and on-going Hilton Sales Technology Training for all Nat'l Sales team members. Implemented follow-up Training Plan to ensure standards achieved.
- Hilton Direct USA Training Manager - Responsible for all Account Executive and Intern Training/Orientation at Hilton Direct USA. Worked in tandem with the Director of Sales Recruitment (external resource) to select new hires and guide performance for our Career Development Program.
- Employment & Employee Relations Manager - Managed the recruiting and selection of all new hires (reservation representatives through executive positions) for the Dallas HRW center. This included the supervision and training of the recruiting team, managing the recruiting budget.
- Reservations Sales Manager - Daily leadership to 18 Supervisors and 600 Reservation sales staff.

EDUCATION

Illinois State University – Normal, IL & The Boyd School Inc. – Pittsburgh, PA

CONTINUING EDUCATION – MANAGEMENT SEMINARS

Pragmatic Marketing Certification; Ninety Five 5 Trained; Project Management Certification; Training Manager Certification; Creative Training Techniques; Zenger Miller FrontLine Leadership Train the Trainer Certification; Leadership and the One Minute Manager; Franklin/Covey Time Management; Franklin/Covey 7 Habits Trainer, Zig Ziglar Train the Trainer Certification.

Contact Information:

1265 Michael Avenue, Lewisville, TX 75077

cell phone / **469.451.0152** or email / **3brackens@gmail.com**

Attachment 2B – Development Team Experience (New Members)

The ResponsiveEd/Blue Learning Development Team has a wealth of experience with charter schools. Each of our seven C-Level Officers have more than 5 years' experience with charter schools and many of our C-Level team have 25 years of charter experience. Each resume demonstrates the Development Team's knowledge and accomplishments in their area of expertise. Their exceptional knowledge was developed in schools throughout Texas, Arkansas and many other states. Dr. Kendahl Herron (Owloh) served as the National Special Education Director of 36 charter schools for Mosaica Education. Mosaica Education, recognized by the Ohio Department of Education as a "High Progress School of Honor", and was ranked the number one Education Management Organization in Ohio during its time of operation.

Our Superintendents, Mike Terry and Jason Bernal also have more than 20 years of charter experience. Mike Terry leads 20 Founders Classical Academies, which provide a rigorous, classical, college-preparatory program based in the classical liberal arts and sciences. Mike is a leader and invests in the professional development of the campus directors (principals).

Jason Bernal is the Superintendent of Premier High Schools. Premier High Schools offer a blended-learning, college-preparatory program with an emphasis on credit recovery, credit acceleration, and career and technical education (CTE). Jason's passion for students is contagious and has helped more than 2,000 students receive a diploma. Jason has assisted ResponsiveEd open over 12 new Premier High Schools since 2019.

Elaine Plybon has 3 years of charter experience and many more years of public school experience. She is an Ohio Certified Educator and currently serves as an administrator for Career Prep Virtual High School, which is a community school offering recovery and dropout prevention along with career and technology programs to students across the state of Ohio.

Attachment 3A - Governing Authority Resumes

Below are the resumes of our Governing Authority Members.

Kevin Kowalski

North Royalton, OH 44133
330-352-8959 • KVKowalski@gmail.com

PASTORAL LEADERSHIP

I have a strong desire to see lives transformed through the power of the Gospel. I am passionate about seeing those who are far from Christ come to know him through personal relationship. I am equally passionate about seeing those who know Christ develop a deepened relationship with him. I have been involved in discipleship, mentoring, preaching/teaching, pastoral care, developing leaders, recruiting volunteers, discerning and implementing vision, and building and structuring ministries. I am prepared to lead in these areas as well as eager to learn, grow, and develop as a pastor and better myself daily.

- Discipleship
- Mentoring
- Preaching
- Building Ministries
- Pastoral Care
- Execution/Implementation
- Action-Oriented
- Teaching
- Interpersonal Relations
- Assimilation
- Pastoral Counseling
- Church Planting

PROFESSIONAL EXPERIENCE

Renew Communities Berea, OH **2024-Present**

Church Planter in Residence

- Learning systems of ministry and church planting models in preparation to plant CrossFields Church in 2025
- Preaching responsibilities
- Consulting staff on future vision and direction of church

The King's University Southlake, TX **2023-Present**

Adjunct Professor

- Teach "The Spirit Formed Life"
- Responsible for developing students academically and spiritually

RockPointe Church Flower Mound, TX **2018-2024**

Campus Pastor & Men's Minister (2023-2024)

- Responsible for developing Men's Ministry programming at RPC
- Developed monthly men's gathering, mentoring program, and expanded bible studies
- Developed Faith at Work ministry to help congregants integrate faith and work
- Oversaw coffee groups (Men's small groups)
- Met with men regularly for connection, salvation & baptism, counsel, and next steps
- Teaching and preaching responsibilities

Campus Pastor (2021-2023)

- Responsible for leading and developing staff at Parker Square Campus
- Part of Vision Team, determining long term path and direction of RPC
- Sunday morning preaching responsibilities as needed
- Volunteer recruitment and development
- Pastoral care of congregants
- Initiated outreach efforts in community
- Connections with new visitors

- Helped to develop structure of multi-campus ministry at RPC

Assistant Pastor (2018-2021)

- Developed Standard Operating Procedures for each ministry of RPC
- Led small groups: youth and young marrieds
- Part of Connections Team on Sunday mornings
- Mentored and disciplined youth
- Part of Pastoral Care Team (hospital visits and care calls)

Coram Deo Academy Flower Mound, TX**2017-2021****Coach**

- Coached in various roles (Varsity Football Offensive Line Coach/Run Game Coordinator, Junior High Head Football Coach, Strength and Conditioning Coach, Varsity Track & Field Shotput and Discus Coach)
- Responsible for both the athletic and spiritual development of athletes under my care

Pro Sports Performance Strongsville, OH**2015-2017****Coach/Trainer**

- Led group training sessions for athletes as well as general fitness; required strong interpersonal skills
- Developed offensive line training program
- Guided others on transformational journeys through personal training

Washington Redskins Ashburn, VA**2014****Professional Athlete**

- Competed in off-season training camp
- Required daily dedication to improving in craft and willingness to persevere in midst of difficulties

Dallas Cowboys Irving, TX**2011-2013****Professional Athlete**

- Served as offensive lineman on active roster
- Required ability to perform in high pressure situations and perform as part of a team

EDUCATION**The King's University** Southlake, TX**2019-2023**

- Doctor of Ministry
- Leadership Emphasis (GPA 4.0)
- Doctoral Project: "A Multisite Approach to Church Revitalization"

The King's University Southlake, TX**2016-2019**

- Master of Divinity
- Graduated with High Honors (GPA 4.0)

The University of Toledo Toledo, OH**2007-2011**

- Bachelor of Science
- Graduated Magna Cum Laude (GPA 3.72)

Anna Caitlin Reis

Cincinnati, OH • (513) 476-0673 • annacaitlin.reis@gmail.com • [linkedin.com/in/annareis](https://www.linkedin.com/in/annareis)

Dynamic strategist with expertise in product management, cross-functional collaboration, and operational efficiency. Drove significant growth at Walgreen Co., managing a \$1M P&L, 450 products, and 55 vendors, while launching 30+ innovative solutions. Enhanced strategic planning and change management at PwC, guiding clients through complex M&A activities and implementing performance frameworks. With a proven track record in leading initiatives that boost revenue, optimize processes, and enhance stakeholder satisfaction, I am now seeking to leverage my analytical skills, financial acumen, and leadership experience to contribute to the strategic growth and operational excellence of ResponsiveEd in Ohio.

CORE COMPETENCIES

Strategic Planning and Governance - Financial Oversight and Budgeting - Community Engagement and Advocacy - Data-Driven Decision Making - Change Management and Organizational Development

WORK EXPERIENCE

Manager, Internal Role within National Consulting Operations and Strategy – PwC, Cincinnati, OH **11/2022 – Present**

Strategic Planning and Execution: Orchestrated people-focused diligence and integration of \$30m product engineering acquisition; guided cross-functional team of 15+ stakeholders to develop business integration roadmap, resulting in successful launch and integration of new business

Performance Metrics and Operational Efficiency:

- Implemented quarterly accountability process to track KPIs for 500 Managing Directors; provided 100% visibility into previously unmeasured metrics to facilitate data-driven business priorities and development decisions
- Managed design and deployment of performance management framework for 30k US employees; resulted in goal clarity and engagement scores up 2% YoY; championed strategic, cross-functional alignment across 5 business units

Cross-functional Leadership and Project Management:

- Co-led 600+ employee experience assessment on \$5b+ multinational deal through 30+ employee interviews, conducted strength and gap data analysis; supported leadership in data driven implementation of 8 high-impact initiatives
- Architected scalable product playbook for Managed Services offerings, leveraging market dynamics to streamline processes and unlock new revenue streams; resulted in streamlined alignment on sales strategy

Sr. Associate and Manager, External Role Providing M&A Advisory Services – PwC, Cincinnati, OH **09/2020 –10/2022**

- Strategic Planning and Execution: Led 7 functional workstreams (change and communications, technology, hiring) on \$5b+ multinational deal, advising 9 C-suite executives to accomplish separation activities (talent planning, people operations, HR systems and data) to shape future organization for Energy Client
- Performance Metrics and Operational Efficiency: Developed and executed culture assessment for \$400m auto deal, including analyzing acquiree's values, behaviors, practices; presented to C-suite executives, pinpointed synergies, gaps, and cohesion opportunities to accelerate business integration for Automotive Client
- Cross-functional Leadership and Project Management: Led development of HR Operating Model, collaborating with project team Director, to streamline, optimize operations across all HR functions, including driving operational excellence and organizational growth to enable future organization culture and success for Energy Client
- Marketing and Communication: Co-led creation of employee communications for acquiree's 500+ employees to foster transparency, boost morale, and ensure cohesive transition for Automotive Client
- Market Awareness and Competitive Positioning: Identified \$3.6m in reduced operating costs through review of HR operations; advised C-suite executives on optimized people (spend), processes (centralized vs. decentralized model), and technology (best-in-class systems) for Business Services Client

Manager, Owned Brands Commercialization Health and Wellness – Walgreen Co., Deerfield, IL **04/2018 – 07/2018**

Strategic Planning and Execution:

- Analyzed ear plug product line and market data sets to generate actionable insights, presenting strategic recommendations to senior management that resulted in streamlined SKUs, including 15% cost reduction and 10% increase in category sales

- Championed inclusion of products in pivotal market segment test through compelling data-driven analysis of revenue, product margin, and customer experience impact; resulted in test participation and increased product assortment
- Performance Metrics and Operational Efficiency: Diversified product portfolio by optimizing product development timeline; implemented agile methodologies, streamlined approvals, and enhanced supplier collaboration, including meeting regulatory requirements to shorten lead times and reduce errors by 10%

Associate Manager, Owned Brands Commercialization Health and Wellness – Walgreen Co., Deerfield, IL 09/2015 – 03/2018

Strategic Planning and Execution:

- Led product roadmap, owned \$1m P&L for 3 categories (450 items, 55 domestic/global vendors), led 10+ internal/external cross-functional teams to launch 30+ products; resulting in increases of 10% sales and 15% profit YoY
- Developed and implemented strategic direction and long-term vision for First Aid category, identifying key industry trends, pricing strategies, and customer needs, resulting in 10+ successful product launches that increased sales by 5% YoY

Cross-functional Leadership and Project Management:

- Spearheaded implementation of stage-gate process for North American product launches, resulting in 10% faster time-to-market, 95% milestone adherence; insights drove team adoption, enhancing product launch efficiency
- Led rebranding and market repositioning for 3 categories, leveraging market research and dynamics to revitalize product perception and customer experience, lead to 3-5% market share increase by category YoY

Analyst, Merchandise Analyst Rotation Program – Walgreen Co., Deerfield, IL

06/2013 – 08/2015

Strategic Planning and Execution:

- Improved business processes using Lean Six Sigma tools by revamping low volume product displays and customer product inquiries, reducing merchant labor and driving incremental \$500k gross profit
- Optimized Christmas lights assortment by analyzing urban vs. rest-of-chain sales patterns; identified 9 key items driving 80% of rest-of-chain sales; recommended tailored urban store assortment to optimize performance

Stakeholder Management and Collaboration:

- Executed a Pay-on-Scan Direct Store Delivery Program by partnering with key supplier to optimize inventory management; resulted in 6.6% sales and 9.5% gross profit lift, and reduced waste by 76.4% for the Bread category
- Identified bottleneck in Gift Card department annual reset process and developed solution to ensure planogram completion assured consistency, accountability with vendor partner

Market Awareness and Competitive Positioning: Launched ethnic beauty assortment in 21 African American demographic stores by leveraging market and consumer trends to generate \$20k incremental sales in 3 months; recommended store expansion and cost negotiation

EDUCATION

Master of Business Administration – Indiana University, Kelley School of Business, Bloomington, IN **2020**

Bachelor of Business Administration – University of Cincinnati, Lindner College of Business, Cincinnati, OH **2012**

EXTRACURRICULARS AND OTHER INTERESTS

- Co-lead PwC Cincinnati community service initiatives and team, increasing participation by 300% vs. last year (2023) and partnership with diverse community organizations (Casa de Paz, Ronald McDonald House, Shared Harvest Food Bank)
- Selected participant in Appointed Civic Leadership Academy, preparing and empowering women to serve on civic boards and commissions, through the Greater Cincinnati Foundation’s Women’s fund
- Adventurous global traveler, exploring a wide range of countries (Africa, Argentina, Australia, India, Singapore, Spain, Turkey) across 6 continents, developing cross-cultural adaptability and communication skills
- Skilled DIY-er with expertise in plumbing, electrical, and HVAC skills, gained upon purchase of 100+ year old home
- Dedicated Beagle Lab dog owner of a 12-year-old pup who enjoys long walks, belly rubs, and chasing local wildlife
- Aspiring Pilates Instructor looking forward to sharing the health benefits of Pilates with others

COLLEEN RANDAZZO

4343 Windemere Circle ▪ Batavia, OH 45103 ▪ 817-757-2950 ▪ cdtowne08@gmail.com

PROFESSIONAL EXPERIENCE

Director of Operational School Support Programs

July 2022 - Present

Provide leadership, management and overall support for the District's Child Nutrition Program, District Foster Care / McKinney-Vento / Military Connected Liaison - Identification and Data Reporting. District's Socioeconomic Identification and Data Reporting

Organizational Development and Leadership

- Manage all aspects of the food service program related to compliance and operations including vendor monitoring; program accountability; sanitation, safety, and security; equipment use and care; procurement; food production; food acceptability; service; financial management and recordkeeping; marketing; and personnel management
- Manage the planning and execution of continued training and information dissemination to enable administrators, special program directors, clerks, and teachers to effectively carry out District procedures respective to student records, CNP, Socioeconomic, Foster Care and McKinney-Vento reporting
- Manage the compiling, maintaining, and filing of all reports, records, and other documents required for CNP, Socioeconomic, and McKinney-Vento submissions and/or audits
- Develop and implement data quality improvement strategies, working within cross-functional teams including Special Programs owners, technical and business professionals
- Manage the Director of Child Nutrition, CNP Field Managers and CNP Support Specialist
- Manage \$5,010,265.00 dollar Child Nutrition budget for two districts ensuring all purchases meet USDA and ResponsiveEd procurement policies
- Coordinate and host yearly and quarterly Professional Development for 100+ Campus Secretaries, Registrar's and Child Nutrition Coordinators
- Serve as the District Foster Care / McKinney-Vento / Military Connected Liaison
- Serve as Quality Standards Review Committee Member
- Serve on the District Improvement Plan Committee for Other Special Programs

Director of Support Service (CNP/PEIMS)

August 2014 - July 2022

Provide leadership, management and overall support for the District's Child Nutrition Program (CNP), District's Public Education Information Management System (PEIMS), District's Socioeconomic Coding and Data Reporting, District McKinney-Vento Liaison - Identification and Data Reporting.

Organizational Development and Leadership

- Manage all aspects of the food service program related to compliance and operations including vendor monitoring; program accountability; sanitation, safety, and security; equipment use and care; procurement; food production; food acceptability; service; financial management and recordkeeping; marketing; and personnel management
- Manage all aspects of the District's PEIMS Department submissions related to student records maintenance for attendance; class scheduling; grade reporting; transcripts; demographic data; school calendars including entering the calendars in the FSP and applying for waivers; and personnel management
- Manage the planning and execution of continued training and information dissemination to enable administrators, special program directors, clerks, and teachers to effectively carry out District procedures respective to student records, CNP, Socioeconomic and McKinney-Vento reporting

- Manage the compiling, maintaining, and filing of all reports, records, and other documents required for CNP, Socioeconomic, and McKinney-Vento submissions and/or audits
- Develop and implement data quality improvement strategies, working within cross-functional teams including Special Programs owners, technical and business professionals
- Implement policies established by USDA, state law, State Board of Education rule, and local board policy in areas of information technology and management, related to CNP, PEIMS, Socioeconomic and McKinney-Vento
- Maintain timelines and schedules within Smartsheet PMO to ensure data is reported in accordance with State deadlines.
- Manage the Director of Child Nutrition, CNP Field Managers and CNP Support Specialist
- Manage \$5,010,265.00 dollar Child Nutrition budget for two districts ensuring all purchases meet USDA and ResponsiveEd procurement policies.
- Manage the District PEIMS Manager and PEIMS Assistants who assist campus staff
- Coordinates and host yearly and quarterly Professional Development for 100+ Campus Secretaries, Registrar's and Child Nutrition Coordinators
- Serve as Quality Standards Review Committee Member
- Serve as the District McKinney-Vento Liaison

District Instructional Material Coordinator, IDEA Public Schools July 2012 - August 2014

Organizational Development and Leadership

- Serve on the instructional material project team to measure progress toward key milestones, and ensure 100% of students and teachers have all instructional materials two weeks prior to the first day of school.
- Train and lead a diverse team of 30 plus employees across 15 campuses and headquarters including campus lead teams.

Project Management & Operations

- Develop and implement instructional material project plan using MS Project
- Develop and implement district policies & procedures and instructional material manuals.
- Implemented a district inventory process that resulted in a \$300 thousand dollar savings.
- Plan and execute mid and end of year campus and district inventories to ensure all instructional material is accounted for.
- Manage the reporting and compliance of a \$1.3M instructional material budget.
- Create annual campus budgets for instructional material based on expected growth and new state adoptions.

Purchasing and Communications

- Leverage vendor relationships to generate the best product & price for IDEA.
- Manage the donation and sale of all out of adoption instructional material.
- Serve as liaison between IDEA and Texas Education Agency (TEA).

Assessment Coordinator, IDEA Public Schools

July 2011 – July 2012

Organizational Development and Leadership

- Collaborate with Academic Services in the development and support of school-based formative assessments.
- Ensure security of testing materials and test scores by monitoring test records, custody, and return procedures. Report scores via automated uploads.
- Develop high quality training and support school leaders, teachers and district personnel.
- Facilitate, train and support school personnel and leaders responsible for the successful implementation of Computer –Based Testing (CBT) for IDEA Public Schools.
- Analyze and report achievement trends for school using CBT software, Data Director, NWEA, and Excel.

Project Management & Operations

- Coordinate all communications with campus facilitators concerning proctored administrations.
- Coordinate mandatory upgrades for computerized applications used in testing center
- Investigate and resolve testing irregularities in 13 campus testing centers.
- Maintain district server setup for existing and new campuses.
- Archive and secure all computerized testing data.

Student Information System Administrator, IDEA Public Schools

July 2008 – July 2011

Organizational Development and Leadership

- Assist in the hiring and evaluation of 2 Team Leads, 10 Registrars, and 10 SIS Coordinators.
- Facilitate, train and support school personnel and leaders responsible for the successful implementation of, PowerSchool, PowerTeacher, Student Scheduling and the distribution of Student Report Cards.
- Coordinate all communications with campus Registrars and SIS Coordinators concerning student attendance, demographics, enrollment, scheduling, & report cards.
- Mentor and motivate to ensure campuses are meeting organizational goals and objectives.

Project Management & Operations

- Serve as Administrator for PowerSchool and PowerTeacher for the purpose of ensuring an effective and efficient student information system.
- Coordinate all database activities (e.g. cataloging, file locking, access rights, etc.) for the purpose of monitoring compliance with district policies and security procedures.
- Coordinate with IT for all mandatory upgrades of PowerSchool SIS software.
- Respond to inquiries from a variety of sources (e.g. staff, administrators, school site personnel, patrons, outside vendors, and service providers, etc.) for the purpose of providing technical assistance, advice, and support.
- Serve as a technical resource to department and district staff for the purpose of providing information and/or advice regarding active or planned projects.
- Archive, secure, and validate all student grades on a quarterly basis.

Project Manager, AT&T, Southfield, MI

October 2000-May 2006

Project Management & Operations

- Serve as Lead Project Manager for a six year, \$44 million dollar contract with the State of Michigan.
- Coordinated the cut over for all Moves, Adds, and Changes for existing State of Michigan Agencies maintaining a 97.50% SLA.
- Supported all account teams during the RFP process to assist in selling professional Project Management services.
- Facilitate, train, and support new Project Managers in all aspects of the account in order to support the customer.
- Meet customer expectations while managing projects to scope, schedule, and budget.
- Develop State of Michigan Project Plan using MS Project
- Maintain Electronic Project Management Office (EPMO) with a status of reporting and analysis for all active projects.

Manager, McKesson HBOC, Livonia, MI

October 1994 – October 2000

Organizational Development & Leadership

- Lead and manage a help desk team of 45 customer service representatives that provided computer software and hardware support for a customer base of over 9,000 hospital, institutional, and retail pharmacies.
- Devise and implement project plans for new software release rollouts among a diverse customer base.
- Ensure complete customer satisfaction by acting as the final point of escalation for customer and product issues.
- Provide superiors with consistent, accurate status regarding departmental issues, customer feedback, project progress and vendor concerns.
- Support internal and external customers by providing follow-up and follow-through that is both timely and consistent.
- Manage and adhere to strict departmental and project budgets.
- Interview, hire, train, and evaluate a staff of 45 employees.

EDUCATION

Project Management Professional (PMP) Certified, 2003
International Institute of Learning

College coursework in Business Management, Human Relations, and Communication
Schoolcraft College

Systems

SkywardQ SIS & Skyward Business Office
Genius, Platform, Applidesk & Powerschool SIS
Google Suite
Microsoft Office
Smartsheet PMO
SharePoint



Isaac Sanford

Professional Experience:

St. Paul Center for Biblical Theology

- **Director of Development** April 2023-Present.
 - Leads a world-class non-profit fundraising department responsible for raising over six million dollars annually contributing to the operations, growth, and success of an elite and reputable Catholic Apostolate.
 - Oversees a team of development employees ensuring all fundraising operations are carried out successfully
 - Travels frequently to represent the Center at events and meet with donors individually to solicit support.
- **Stewardship Coordinator** August 2020-April 2023
 - Assisted then co-led the planning, fundraising, and completion of a twenty-one-million-dollar capital campaign.
 - Oversaw all donor stewardship processes.
 - Traveled to solicit major donations

Founders Classical Academy of Lewisville.

- **Middle-School Science Teacher** August 2018-August 2020.
 - Senior Thesis Advisor
 - Middle-School Track and Field Assistant Coach – Spring 2021, Spring 2022

Leadership and Consulting:

Private Fundraising Consulting

- Consulted multiple Non-Profit Presidents and Directors upon request providing advice on hiring personnel, planning campaigns, and general fundraising strategies. 2021-Present.

Board Member

- **MSW Montessori School.** 2023-2024.

Research Experience:

Stem Cell Research

- **Published Scientific Research in Peer-Reviewed Journal**
- Involved with research and writing of a published peer-reviewed paper. (2015-2020)
- *Catholic Social Science Review* 26 (2021)

Contact:

(740) 424-8296

isaacsanford@stpaulcenter.com

2920 Linda Way
Steubenville, OH 43952

Education:

Franciscan University of Steubenville.

- Bachelor of Science in Biology
- Minor in Philosophy
- *Cum Laude.* May 2018

Expertise

- Major Gift Fundraising
- Virtuous Leadership
- Organizational Growth
- Fundraising Campaigns
- Authentic Relationships
- Motivator

Attachment 3B - Governing Authority Experience

Colleen Randazzo is a governing authority member with more than sixteen years of charter school experience. For the past ten years, Colleen has served in a variety of roles with Responsive Education Solutions. She was the Director of Support Services (CNP/PEIMS) from 2014 - 2022, and her current position is Director of Operational School Support Programs. Colleen also worked at IDEA Public Schools from 2008 - 2014. Please see her uploaded resume (attachment 3A) for more details regarding her qualifications.

**Bylaws/Code of Regulations
of
iSchool Virtual Academy
Adopted December 18, 2024**

These Bylaws are subject to, and governed by, the Ohio Revised Code and through the articles of incorporation. In the event of a direct conflict between the provisions of these Bylaws and the mandatory provisions of the Ohio Revised Code or the provisions of the articles of incorporation, such provisions of the Ohio Revised Code or the articles of incorporation, as the case may be, will be controlling.

**Article I
General**

Section 1. NAME

The name of this Ohio nonprofit corporation shall be iSchool Virtual Academy (hereinafter the “Corporation” or “School”).

Section 2. OPERATION, OBJECTIVES, AND GUIDING PRINCIPLES

Subject to all of the terms and conditions set forth in these Bylaws, the Corporation is organized, and will be operated, exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the “Code”), as follows:

- a. To form, maintain and provide a school exclusively for educational, literary, scientific, and related teaching services of all kinds that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, and to receive and maintain real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove.
- b. In addition, the Corporation may engage in other charitable and educational activities described in 501(c)(3) and 170(c)(2) of the Code.
- c. In carrying out its charitable, educational, and scientific purposes, the Corporation shall have all of the powers that may be conferred upon nonprofit corporations formed under the laws of the State of Ohio to carry out such purposes.

In carrying out its charitable, educational, and scientific purposes, the Corporation shall have authority to receive and maintain real and tangible or intangible personal property and shall use and apply all or any part of such property and/or the income therefore exclusively for charitable,

educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Code.

Section 3. LOCATION

The Corporation's headquarters shall be located and maintained in Franklin County, Ohio, or at such other location within the State of Ohio as the Board of Directors may from time to time determine.

Section 4. PROPERTY

The Corporation may purchase, lease, rent, accept as gifts or contributions, or otherwise receive, acquire, and manage real and personal property in furtherance of its purposes.

Section 5. FISCAL YEAR

The fiscal year shall begin on July 1 and end on June 30 of each year.

Section 6. AUDIT

The fiscal records of the Corporation may be prepared each year by independent Certified Public Accountants and the report thereof made available to the Executive Director, the Board of Directors, and such other persons as may be necessary or appropriate. The level of the report shall be at least a review by the Certified Public Accountants, and the Board shall determine on an annual basis whether or not audited financial statements are appropriate. The Board shall comply with Ohio law for the purposes of fiscal oversight of the school.

Article II
Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Directors (the "Board") of the Corporation. Actions which would otherwise require approval by a majority of all members or approval by members require only approval of a majority of all Directors.

Article III
Directors

Section 1. NUMBER

The corporation shall have at least five directors but not more than ten, as set forth below, plus non-voting ex officio Directors, if any. Collectively they shall be known as the Board. Upon the action of the Board, these Bylaws may be amended to alter the size or composition of the Board of Directors, but at any time the Board should have at least five directorships.

Section 2. POWERS

Except when the law provides, the Articles or these Bylaws otherwise provided, all of the Corporation's authority shall be vested in and exercised by the board. To the extent permitted by law, any authority of the Directors may be delegated to such persons or committees as the Directors so acting may determine.

Section 3. DUTIES

It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;
- b. Meet at such times and places as required by these bylaws;
- c. Register their postal addresses and email with the secretary of the corporation, and notices of meetings mailed or emailed to them at such addresses shall be valid notices thereof.

Section 4. ELECTIONS AND TERMS OF OFFICE

- a. The Interim Directors of the Corporation shall be named at a time to be determined by the Incorporator. The Interim Directors shall serve until a Board of Directors is elected.
- b. The Board may elect any person who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively and who meets the requirements set out in Ohio Revised Code Chapter 3314., in these by-laws, and in the Sponsor Contract.
- c. Two of the initial five directors elected shall hold office for a period of three years, two shall hold office for a period of two years, and one or two for a period of one year. Thereafter each director shall hold office for a period of up to three years and until his or her successor is elected and qualifies. Each director's term of office shall be specified at the time of election. The term of no more than 40% of the directors shall expire in the same year.
- d. Any Director may, by written notice to the Board of Directors, resign at any time.
- e. Any Director may be removed by a majority vote of all of the remaining members of the Board of Directors without cause at any time.
- f. Vacancies in Directorships. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any director shall be filled by the board of directors as provided in this Article III, Section 4.

Section 5. EX OFFICIO DIRECTORS

The Chairperson of Board of Directors may appoint one or more *ex officio* members of the Board of Directors. *Ex officio* members of the Board of Directors shall be entitled to a notice to be present in person, to present matters for consideration and to take part in consideration of any business by the Board of Directors at any meeting of the Board of Directors, shall not be counted for purposes of a quorum and shall have no voting rights for purposes of authorizing any act or transaction of business by the Board of Directors. The term of an *ex officio* Director shall be for such time as the Board of Directors shall designate.

Section 6. COMPENSATION

The Board of Directors may provide by resolution for the compensation of its members in accordance with Ohio Revised Code §3314.02(E)(4). Board members may be reimbursed for expenses incurred in furtherance of the purposes of the Corporation as authorized and approved by a majority of the current Directors. Any payments to Directors shall be approved in advance in accordance with this Corporation's conflict of interest policy, as set forth in Article IX of these Bylaws and Chapter 3314. of the Ohio Revised Code.

Section 7. ANNUAL AND REGULAR MEETINGS

Annual Meetings of the Board of Directors shall be held each year during the first quarter of each fiscal year at a time and place, within the State of Ohio, designated by the Directors, Regular Meetings of the Board of Directors may be held at such other times and places as may be fixed by the Directors, however, the Board of Directors will meet at least quarterly upon the call of the Chair, or any two other Directors.

Section 8. SPECIAL MEETINGS

Special Meetings of the Board of Directors may be held at any time upon the written call of the Chair or at the written request of a majority of the Directors entitled to vote on matters presented to the Board of Directors.

Section 9. NOTICE OF MEETINGS

Except for Special Meetings, written notice of any Board of Directors Meeting shall be given to the Directors at least five (5) days prior to such meeting and shall set forth the reasons therefore. Notice of any Special Meeting may be made other than by written notice when circumstances dictate.

Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice

in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

The Board shall ensure compliance with Ohio Revised Code section 121.22(F), and shall follow the following guidelines as it related to the posting of meeting notices:

The Secretary of the Board of Directors shall cause and/or direct an administrator of the school post notice of a meeting in the following manners:

1. **Regular Meetings:** Notice of regular meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than five (5) days prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than five (5) days prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than five (5) days prior to the date of the meeting.
2. **Special Meetings:** Notice of special meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than 24 hours prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than 24 hours prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than 24 hours prior to the date of the meeting.
3. **Emergency Meeting:** Notice of emergency meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school immediately and prior to the start of the meeting; (ii) notice will be provided to any news media that requests notification immediately and prior to the start of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings immediately and prior to the start of the meeting.

Section 10. WAIVER OF NOTICE

Notice of any meeting of the Board may be waived in writing, either before or after the holding of such meeting, by any Board of Director, which writing shall be filed with or entered upon records of the meeting. The attendance of any Board of Director at any meeting of the Board without protesting, prior to or at the commencement of the meeting, the lack of proper notice, shall be deemed to be a waiver of notice of such meeting.

Section 11. ACTION WITHOUT A MEETING AUTHORIZED

The Board may authorize actions by means of a writing or writings signed by all of the Directors, without a meeting. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if a written consent to such action is signed by all of the Board of Directors or all members of such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board of Directors or

committee. Such a written consent may be signed by facsimile signatures which shall be construed as originals and may also be on separate but identical documents which shall be construed as one original. Provided however, if the Corporation is operating as a community school, all action must be taken at open and public meetings and action by written consent shall not be allowed.

Section 12. QUORUM FOR MEETINGS

Except as otherwise provided in these Bylaws, the minimum number of Directors necessary to constitute a quorum for the transaction of business at any meeting shall be a majority of the Directors entitled to vote who are then in office.

Section 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 14. CONDUCT OF MEETINGS

The Chair shall employ such rules of order as the Chair deems appropriate in conducting meetings, except that each item placed for vote or other action shall be placed before the Board by motion of a member of the Board other than the Chair with a second by another member of the Board other than the Chair. Voting may be had by voice vote, roll call vote, or other manner deemed appropriate by the Chair under the circumstances and in conformity with the Boards chosen manual of parliamentary procedure. . In the event that the Chair and a vote of the Board does not specify the rules of order in conducting meetings, the meeting shall be conducted utilizing Robert's Rules of Order.

Section 15. MEETINGS HELD THROUGH COMMUNICATION EQUIPMENT

Meetings the Board may be held through communications equipment provided that all persons participating in such meeting can hear and otherwise communicate with each other. Such participation shall constitute presence at such a meeting. Provided however, once the Corporation becomes a community school, the Directors must be physically present at a meeting as defined by Ohio's Open Meetings Act to be counted as part of a quorum and to vote, unless this requirement is amended or modified by the state legislature or agency thereof.

Section 16. NONLIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 17. RESIDENCY REQUIREMENTS

There shall be no residency requirements for Director membership, provided however, once the Corporation becomes a community school pursuant to Ohio Law, Directors shall strive to reside within 50 miles of the School's physical location as determined under Article I, Section 3 of these by-laws. A Director residing outside the 50 mile radius can still be appointed by majority vote.

Section 18. NO PROXY VOTING

A Director is not authorized to act by way of a proxy.

Article IV
Officers

Section 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be a chair, a vice chair, a secretary, and a treasurer. The corporation may also have one or more vice chairs, assistant secretaries, assistant treasurers, and other such officers with such titles as may be determined from time to time by the board of directors.

Section 2. QUALIFICATIONS AND AUTHORITY OF OFFICERS

The Officers of the Corporation may, but do not need to, be Directors of the Corporation. Officers of the Corporation shall have such authority as may be specified from time to time by the Directors.

Section 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the board of directors, at anytime, and each officer shall hold office for a period of one year, until he or she resigns, or is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any

time. Any officer may resign at any time by giving written notice to the board of directors or to the chair or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

Section 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. DUTIES OF CHAIRPERSON

The Chairperson (“Chair”), subject to the control of the board of directors, shall supervise and control the affairs of the corporation and the activities of the officers. The Chair shall perform all duties incident to the office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. The Chair shall preside at all meetings of the Board of Directors and, if this corporation has members, at all meetings of the members. In the absence of the Chair and Vice Chair, the Secretary or Treasurer may preside.

Section 7. DUTIES OF VICE CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

Section 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings

of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law. Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 9. DUTIES OF TREASURER

The treasurer shall:

Oversee the Ohio licensed school fiscal officer in his/her charge and custody of, and his/her responsibility for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Oversee the Ohio licensed school fiscal officer in his/her receiving, and giving receipt for, monies due and payable to the corporation from any source whatsoever.

Oversee the Ohio licensed school fiscal officer in his/her disbursements, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Oversee the Ohio licensed school fiscal officer in his/her keeping and maintaining adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Oversee the Ohio licensed school fiscal officer in his/her exhibits, at all reasonable times, the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Oversee the Ohio licensed school fiscal officer in his/her rendering to the Chair and directors, whenever requested, an account of any or all transactions and of the financial condition of the corporation.

Oversee the Ohio licensed school fiscal officer in his/her preparation, or cause to be

prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, Oversee the Ohio licensed school fiscal officer in his/her performance of duties incident to the school financials and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 10. DELEGATION OF AUTHORITY

Subject to the provisions of this section, any Officer may delegate their powers or authority to take any action on behalf of the Corporation to any other Officer or Director of the Corporation. The Board may, by resolution, specifically limit the ability of an Officer to delegate his or her functions

Article V Committees

Section 1. EXECUTIVE COMMITTEE

The board of directors may, by a majority vote of its members, designate an Executive Committee consisting of not less than three but no more than five board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and, except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the executive committee authority so delegated, increase or decrease but not below two (2), the number of the executive committee, and fill vacancies on the Executive Committee from the member of the board. The executive committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 3. COMMITTEE COMPOSITON

No committee established under these bylaws shall have as members a number that equals to, or exceeds, the number for a quorum as required by Art. III, Sec. 12 of these bylaws.

Section 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article VI **Indemnification and Insurance**

Section 1. GENERAL INDEMNIFICATION

The Corporation: (a) shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether, civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director or volunteer of the Corporation, or while a Director or volunteer of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent, or volunteer of any other corporation domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise; and (b) may indemnify or agree to indemnify any person who is or was a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than any action by or in the right of the Corporation) by reasons of the fact that he or she is or was an officer, employee, or agent of the Corporation, or while an officer, employee, or agent of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against expense (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order settlement or conviction, upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, the person had reasonable cause to believe that the conduct was unlawful.

Section 2. SUITS BY THE CORPORATION

The Corporation may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise against expenses (including attorney's fees) actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation.

No such indemnification shall be made in respect of: (a) any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court of common pleas, or the court in which such action or suit was brought, determined upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonable entitled to indemnity for such expense as the court of common pleas or such other court shall deem proper; or (b) any action or suit in which the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code.

Section 3. INDEMNIFICATION FOR EXPENSES

To the extent that a Director, officer, employee, agent or volunteer has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 and 6.2, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by the individual in connection with the action, suit or proceeding.

Section 4. DETERMINATION REQUIRED

Any indemnification under Section 6.1 and 6.2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that the indemnification of the Director, officer, employee, agent or volunteer is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 6.1 and 6.2. Such determination shall be made by any one of the following: (a) the Board of Directors by a majority vote of a quorum consisting of Directors, who were not and are not parties to, or threatened with, such action, suit or proceeding; (b) if such a quorum is not obtained or if a majority of a quorum of disinterested Directors so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years; (c) the Members; or (d) the court of common pleas or the court in which the action, suit or proceeding was brought. If any action by or in the right of the Corporation is involved, any

determination made by the disinterested Directors or by the independent legal counsel under this Section 6.4 shall be communicated promptly to the person who threatened or brought the action or suit by or in the right of the Corporation under Section 6.2, and such person shall have the right, within ten days after receipt of such notification, to petition the court of common pleas or the court in which action or suit was brought to review the reasonableness of such determination.

Section 5. ADVANCES FOR EXPENSES

(a) Expenses (including attorney's fees) incurred by a Director or a volunteer in defending any civil or criminal action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, except where the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code, shall be paid by the Corporation as they are incurred, in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the Director or volunteer in which he or she agrees to: (i) repay such amount if it is proved by clear and convincing evidence in a court of competent jurisdiction that his or her action or failure to action involved in act or omission undertaken with deliberate intent to cause injury to the Corporation or undertaken with reckless disregard for the best interest of the Corporation; and (ii) reasonably cooperate with the Corporation concerning the action, suit or proceeding.

(b) Expenses (including attorney's fees) incurred by a Director, officer, employee, agent or volunteer in defending any action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, may be paid by the Corporation as they are incurred in advance of the final disposition of the action, suit or proceeding as authorized by the Director in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, agent or volunteer to repay such amount of it is ultimately determined that he or she is not entitled to be indemnified by the Corporation.

Section 6. NOT EXCLUSIVE

The indemnification authorized by this Article VI shall not be deemed exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification under the Articles, common law, the Nonprofit Corporation Law of the State of Ohio, these Bylaws or any agreement, vote of Members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, agent or volunteer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. INSURANCE

The Corporation may purchase and maintain insurance or furnish similar protection, including but not limited to trust funds, letters of credit or self-insurance, on behalf or for any person who is or was a Director, officer, employee, agent or volunteer of the

Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provision of this Article VI. Insurance may be purchased from or maintained with a person in which the Corporation has financial interest.

Section 8. SECTIONS 1 AND 2

The authority of the Corporation to indemnify persons pursuant to Sections 1 and 2 of this Article VI does not limit the payment of expenses as they are incurred, indemnification, insurance or other protection that may be provided pursuant to another Section of Article VI. Sections 1 and 2 of this Article VI do not create any obligation to repay or return payments made by the Corporation under other Sections of this Article VI.

Section 9. DEFINITION OF “THE CORPORATION” AND “VOLUNTEER”

As used in this Article VI, references to “the Corporation” include all constituent corporations in a consolidation or merger, and the new or surviving corporation, so that any person who is or was a trustee, director, officer, employee, agent or volunteer of such a constituent corporation, or is or was serving at the request of such constituent corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, shall stand in the same position under the provision of this Article VI with respect to the new or surviving corporation in the same capacity. As used in this Article VI, references to a “volunteer” include any person defined as a “volunteer” with respect to the Corporation under Section 1702.01 of the Ohio Revised Code.

Article VII **Corporate Records, Reports, and Seal**

Section 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of

its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation.

Section 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspect shall include the right to copy and make extracts.

Section 5. PERIODIC REPORT

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article VIII

IRC 501(c)(3) Tax Exemption Provision

Section 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. PROHIBITATION AGAINST PRIVATE INURNMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 4. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article IX

Conflict of Interest Policy and Compensation Approval Procedures

Section 1. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of the School, an Ohio non-profit corporation and tax-exempt organization (the “Organization”), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable

organizations.

Section 2. DEFINITIONS

A) Interested Person. Any director, principal officer, or member of a committee with Corporate Board or Governing Board (collectively the “Board”) delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

B) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 (B), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 3. PROCEDURES

A) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement. Each Board member shall annually provide to the Board and to the Sponsor signed disclosure and conflict-of-interest statements.

B) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

C) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

D) Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with board delegated powers shall contain:

- A) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, the action taken to determine whether a conflict of interest was present, and the Board's or committees' decision as to whether a conflict of interest in fact existed.

B) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. COMPENSATION

Any compensation received by Board members will be in compliance with State and Federal laws and/or regulations, and only after a vote of the board.

Section 6. ANNUAL STATEMENTS

Each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

- A) Has received a copy of this Conflict of Interest Policy;
- B) Has read and understands the policy;
- C) Has agreed to comply with the policy; and
- D) Understands the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- B) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organizations written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article X
Compensation Policy

Section 1. PURPOSE

The Compensation Policy (the “Compensation Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure compliance with the Internal Revenue Service guidelines for approval of senior management compensation. The corporate board of directors of the School shall follow the following review and approval guidelines.

Section 2. INDIVIDUALS SUBJECT TO THIS POLICY (“COVERED INDIVIDUAL”)

1. Chief Employed Executives: The individual or individuals who have the ultimate responsibility for implementing the decisions of the School’s corporate board or for supervising the management, administration, or operations of the School, including the School’s top management official and top financial official. If this ultimate responsibility resides with two or more individuals (i.e. co-presidents or co-treasurers) who may exercise such responsibility in concert or individually, than each individual shall be included.
2. Officers: The individual or individuals elected or appointed to manage School’s daily operations, such as president, vice-president, secretary or treasurer. The officers of an organization are determined by references to its organizing document, by-laws, and include, at a minimum, those officers required by applicable state law.
3. Key Employees: Individuals who are not a Chief Employed Executive or an Officer of the School, but who meet all of the following tests, applied in the following order:
 - a. \$150,000 Test: The individual receives reportable compensation¹ from School and all related organizations² in excess of \$150,000 for the calendar year ending with or within the School’s tax year.

¹ Compensation that is reported on Form W-2, Box 5, or in Box 1 if the employee’s compensation is not reported in Box 5, or Form 1099-MISC, Box 7, filed for the calendar year ending with or within the organization’s tax year.

² An organization that stands in one or more of the following relationships to the filing organization: (1) Parent – an organization that controls the filing organization; (2) Subsidiary – an organization controlled by the filing the filing organization; (3) Supporting/Supported – an organization that is (or claims to be) at any time during the organization’s tax year (i) a supporting organization of the filing organization within the meaning of Section 509(a)(3), if the filing organization is a supported organization within the meaning of Section 509(f)(3), or (ii) a supported organization, if the filing organization is a supporting organization.

- b. Responsibility Test: At any time during the calendar year ending with or within the School's tax year:
 - i. has responsibilities, power or influence over the School as a whole that is similar to those officers, directors, or trustees;
 - ii. manages a discrete segment or activity of School that represents 10% or more of the activities, assets, income, or expenses of the organization, as compared to the organization as a whole; or
 - iii. has or shares authority to control or determine 10% or more of School's capital expenditures, operating budget, or compensation for employees.
 - c. Top 20 Test: In addition to meeting the \$150,000 Test and the Responsibility Test, the individual is one of the top 20 most highly compensated employees (including all income from School and related organizations) for the calendar year ending with or within the School's calendar year.
4. Highest Compensated Employees: One of the five highest compensated employees of School whose reportable compensation (including all income from School and related organizations) is greater than \$100,000 for the calendar year ending with or within School's calendar year who are not also current officers, directors, or key employees of the School.

Section 3. PROCEDURE FOR APPROVING COMPENSATION

In reviewing and approving the compensation of any Covered Individuals the School corporate board of directors, or a delegated committee of the corporate board (the "Approval Body") will utilize the following process:

1. Impartial Decision Makers: The compensation arrangement must be approved in advance (before any payment is made) by the Approval Body of the School composed entirely of individuals who do not have conflict of interest with respect to the compensation arrangement (i.e. neither the executive whose compensation is being determined nor any of his/her family members may be present during the discussion/debate or participate in the vote).
2. Comparability Data: When the Approval Body is considering compensation to Covered Individuals, it must rely on comparability data that demonstrates the fair market value of the compensation in question (i.e. when creating compensation packages, the Approval Body must secure data that documents compensation levels for similarly qualified individuals in like positions at like organizations). This data may include the following:
 - a. expert compensation studies by independent firms;
 - b. written job offers for positions at similar organizations;
 - c. documented telephone calls about similar positions at both non-profit and for-profit organizations.

3. Concurrent Documentation: The Approval Body must document how it reached decisions, including the data on which it relied. To qualify as Concurrent Documentation, written or electronic records of the Approval Body (i.e. meeting minutes) must note:
 - a. the terms of the compensation and the date it was approved;
 - b. the members of the Approval Body who were present during the debate on the compensation that was approved and those who voted on it;
 - c. the comparability data obtained and relied upon and how the data was obtained; and
 - d. any action taken with respect to the consideration by anyone who is otherwise a member of the Approval Body, but who had a conflict of interest with respect to the decision on the compensation.

Section 4. RECORDS

The School shall retain all records relating to compensation in accordance with the School's Record Retention and Destruction Policy.

Article XI

Code of Ethics Policy

The Board shall adopt such policies to assure ethical conduct in accordance with applicable laws.

The following are examples of the major policies and procedures that support and reflect our Code:

1. The School shall have a detailed Conflict of Interest Policy to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director or may result in a possible excess benefit transaction. If any conflict is found, the officer or director must abstain from voting on the particular proposal and the abstaining officer or director is not counted toward a quorum for a vote.
2. There is no salary compensation of the officers and Directors of the School except as provided within these Bylaws.
3. Each Director must annually complete and sign a disclosure statement.

Article XII

Nondiscrimination Policy

The School, an Ohio non-profit corporation admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or

made available to students at the School. the School does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School administered programs.

The School will ensure that this policy is placed in all literature of the School, including, but not limited to, public notices, student handouts, promotional materials, etc.

The School will maintain records to support this policy as required by Internal Revenue Procedure 75-50.

Article XIII

DOCUMENT RETENTION AND DESTRUCTION POLICY

The Board shall adopt a Document Retention and Destruction Policy in accordance with applicable laws.

Article XIV

NON-PROFIT FUNDRAISING POLICY

Purpose

The Non-Profit Fundraising Policy (the “Fundraising Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the intentions of donors and ensure that their intentions are honestly fulfilled. As a part of the annual audit, the independent auditors will review any grant and contribution related correspondence and review financial transactions to ensure that any restrictions imposed were met.

Donor Privacy

All information concerning donors or prospective donors, including their names, addresses, telephone numbers, amount of their gifts and other information shall be kept strictly confidential by the School’s directors, officers and staff unless permission is obtained from the donor to release such information.

Gifts and donations may be restricted by a donor for use in any specific service area and/or for any stated the School purpose or program, and these requests must be honored.

Solicitations shall be free from undue influence or excessive pressure and shall be respectful of the needs and interests of the donor or prospective donor.

All fundraising solicitations shall include the following:

1. The School does not share, sell, trade or rent donor lists.
2. Include an option for the donor's gift to remain anonymous.

Acceptance of Gifts

Whereas the School actively solicits gifts and grants to further the goals of the organization, there is the potential for controversy if certain gifts are accepted that could damage the ability for the School to accomplish its goals. The following procedures are adopted as policy:

1. All decisions to solicit and/or accept potentially controversial gifts are to be made by the corporate board of directors, preferable prior to soliciting such gifts.
2. It is recognized that the School cannot generally ascertain whether the value of the gift was generated using commonly accepted ethical and moral standards. Furthermore, the School asserts that its primary responsibility is to use any gifts to further the organizations mission, goals and objectives.

When considering, soliciting and/or accepting gifts that might be potentially controversial, the corporate board of directors shall consider the following:

1. Will accepting the gift compromise any core values of the organization?
2. Will accepting the gift further the mission, goals and/or objectives of the organization and the donor?
3. Will there be a perceived conflict of interest for the organization?
4. Is there clear charitable intent and a commitment to serve the community? It is understood that it is usually appropriate for there to be tax incentives, community acceptance and publicity value for donors.
5. Will acceptance of the gift be inconsistent with other fundraising activities and/or gifts?
6. Will the reputation of the donor have a negative effect upon the reputation of the receiving organization?

7. If controversy develops, will it likely be significant enough to undermine the stability of the organization? If so, will there be a sufficient reservoir of community image and goodwill to allow the organization to continue to thrive?
8. Will the nature of the in-kind contribution create problems, such as in advertising or sponsorship?
9. Will the gift encourage or discourage others to give?
10. What will be the net effect on the bottom line?

Outside Parties Fundraising on Behalf of The School

Outside organizations raising money without charge on behalf of the School must be reviewed and approved by the corporate board of directors.

Records

The School shall retain for a period of at least seven (7) years, all records relating to any gift or donation received in accordance with the School's Record Retention and Destruction Policy.

Article XVI

PUBLIC RECORDS POLICY

The Board shall adopt a Public Records Policy in accordance with applicable laws.

Article XVII

WHISTLEBLOWER POLICY

Section 1. Purpose

The Code of Ethics (the "Code") of the School, an Ohio non-profit corporation and tax exempt organization, requires the directors, officers and staff members to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As staff members and representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. It also is our responsibility to report violations of the Code in accordance with this Whistleblower Policy. No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. The School has adopted this Whistleblower Policy to address the submission by directors, officers and staff members of complaints, concerns and suspected violations with respect to one or more of the following matters:

1. Questionable accounting, internal accounting controls and auditing matters.
2. Compliance with legal and regulatory requirements.
3. A violation or suspected violation of the School's Code of Ethics.
4. A retaliatory act against a director, officer or staff member who reports a suspected violation of any of the above matters.

Section 2. Reporting Responsibility

It is the responsibility of all directors, officers and staff members to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy. Under this policy, it is a disciplinary issue for a staff member to know of ethical misconduct and stay silent.

Section 3. No Retaliation

No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. A staff member who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the organization.

Section 4. Reporting Violations

The Code of Ethics addresses the School's open door policy and suggests that staff members share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, a staff member's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Executive Director or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of the Code of Conduct to the Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or uncomfortable with following the School's open door policy, individuals should contact the Compliance Officer directly.

Section 5. Compliance Officer

The Board is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code of Ethics. The School's Compliance Officer is the Superintendent, or his/her designee. If a director, officer or staff member thinks it is

inappropriate to report a complaint, concern or suspected violation to the Compliance Officer, the complainant should report such matters to the Chair of the Board of Directors.

Section 6. Accounting and Auditing Matters

In the event that a reported concern of complaint involves corporate accounting practices, internal controls or auditing matters, the Compliance Officer shall immediately notify the Board and work with the Board until the matter is resolved. The Board or committee shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing matters.

Section 7. Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

Section 8. Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Section 9. Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Section 10. Acknowledgement and Distribution of Policy

As it is the intent of the School to strive for high ethical conduct from all directors, officers and staff. The Board of Directors is particularly sensitive to individuals who hold management and governance positions of trust and confidence in fulfilling the mission and goals of the School. These sensitive positions include all officers, members of the Board of Directors, the Executive Director and key senior staff members designated by the Executive Director. Therefore, each of the above staff will receive a copy of this Policy, and any subsequent updates, and will be requested to acknowledge and sign this Code by

July 1st of each year. This acknowledgement will be kept on file in the personnel files of each staff member and in the board files for each board member.

Section 11. Records

The Compliance Officer shall retain for a period of at least seven (7) years, all records relating to any complaint, concern or suspected violation reported to him/her in accordance with this Whistleblower Policy.

Article XVIII

Employee Dismissal and Grievance Procedures

All employees of the School are and shall be at-will employees that may be terminated or whose contracts may be non-renewed for any reason, provided that the decision is not in violation of any applicable law.

The Board of Directors shall ensure that policies are in place regarding employee dismissal and grievance procedures, if needed, and shall assure the same policies are in place at any company with which the Board contracts for the management of a community school.

Article XIX

Amendment of Bylaws

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of the articles of incorporation, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

Article XIX

Construction and Terms

If there is any conflict between the provisions of these bylaws and the article of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the article of incorporation shall be to the articles of incorporation, articles of organization, certification of incorporation, organizational charter, corporate, charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986, as amended from time to time, or to corresponding provisions of any future federal tax code.

[End of Document]

Attachment 3D – Governing Authority Monitoring

The Governing Authority will measure the effectiveness of the management organization against the following criteria:

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Academic Performance (40 points)	#1 or #2 school in market serving similar populations	Meets 100% of community school application or contract goals	Meets 80% of community school application or contract goals	Meets 50% of community school application or contract goals	Fails to meet at least 50% of community school application or contract goals
Financial Management (25 points)	Exceeds enrollment target by at least 3%; AND revenue above budget and expenses below budget; AND no instance of non-compliance identified by authorizer; AND no material control weakness identified by independent auditor	Meets enrollment target AND revenue on or above budget and expenses on or below budget; year 3 equity >10% AND no instance of non-compliance identified by authorizer; AND no material control weakness identified by independent auditor	Achieves a net operating surplus; AND no instance of non-compliance identified by authorizer; AND no material control weakness identified by independent auditor	Achieves a net operating deficit; AND at least one instance of non-compliance identified by authorizer	Achieves a net operating deficit; AND at least one instance of non-compliance identified by authorizer; AND material control weakness identified by independent auditor
Academic Program Fidelity (20 points)	Academic program is recognized as exemplary by authorizer, and state community school association	Academic program implementation has gone well beyond the original community school application; AND special program elements are infused throughout the curriculum	Academic program meets the description in original community school application	Academic program implementation meets some of the elements described in original community school application	Academic program does not meet most of the elements described in original community school application
Parent/Teacher/Student Satisfaction (10 points)	90% of responding parents, students and teachers grade the school A or B on all surveyed measures; 75% attendance at parent conferences; 80% teacher retention and student re-enrollment	80% of responding parents, students and teachers grade the school A or B on all surveyed measures; 70% attendance at parent conferences; 75% teacher retention and student re-enrollment	75% of responding parents, students and teachers grade the school A or B on all surveyed measures; 50% attendance at parent conferences; 70% teacher retention and student re-enrollment	50% of responding parents, students and teachers grade the school A or B on all surveyed measures; 33% attendance at parent conferences; 60% teacher retention and student re-enrollment	Less than 50% of responding parents, students and teachers grade the school A or B on all surveyed measures (or no surveys conducted); below 33% attendance at parent conferences; less than 60% teacher retention and student re-enrollment
Community Relations (5 points)	At least 5 positive new stories per year and at least 15 school tours or visits hosted per	At least 3 positive new stories per year and at least 10 school tours or visits hosted per	School has more positive news stories than negative and has hosted at least 5	Organization has School has few or generally neutral news stories; organization web	School has significant number of negative new stories

	year.	year.	school tours or visits	site is not updated regularly	
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The Governing Authority will monitor progress on these criteria throughout the year as the management organization submits various reports and will formally evaluate the management organization on these criteria at the conclusion of each school year.

ResponsiveEd/Blue Learning will provide the following reports to the Governing Authority according to the following schedule, unless required to be provided more frequently by applicable law (or, where applicable, by request of the Governing Authority):

REPORT	FREQUENCY
Financial Audit	Annually
School Report Card	Annually
Budget	Annually
CMO Evaluation	Annually
Academic Progress	Semi-Annually
Revenue Report	Quarterly
Operational Issues	As Needed
Grievances	As Needed

Such reports will be provided through the Superintendent and, where applicable, the assistance of the Fiscal Officer and/or the School's independent legal counsel.

COMMUNITY SCHOOL MANAGEMENT ORGANIZATION ("CMO") AGREEMENT

This Education Management Organization Agreement ("Agreement") is dated effective as of [DATE], (the "Effective Date"), between Blue Learning, ("CMO"), and [NAME OF ORGANIZATION] ("Client"). The Client and CMO are referred to herein collectively as the "Parties," and each individually as a "Party."

RECITALS

- A. **WHEREAS**, CMO is knowledgeable and experienced in operating high-quality community schools;
- B. **WHEREAS**, Client has vetted CMO, having reviewed CMO's academic and financial performance, met with CMO's executive leadership, spoken with many of CMO's senior management, and questioned several of CMO's school administrators;
- C. **WHEREAS**, Client desires to engage CMO to implement CMO's [ACADEMIC MODEL] academic model (or such other model as may be approved by Client) at Client's charter school, [NAME OF SCHOOL] (the "School");

NOW THEREFORE, in consideration of the foregoing premises, of the covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

SECTION 1. GENERAL SERVICES AND OPERATIONS

1.1 Engagement and Appointment

Client hereby engages CMO to provide, and CMO agrees to provide, certain Services (as defined hereafter in Section 1.3 and throughout the Agreement) to the Client, including services related to the management and oversight of the School during the Term (as defined hereafter in Section 11.1). In performing its services pursuant to this Agreement, the Parties acknowledge and agree that CMO is an independent contractor and not an instrumentality of Client within the meaning of Applicable Law (as defined hereafter in Section 1.3).

1.2 Authority and Duties of Client

The Parties acknowledge and agree that, in accordance with Applicable Law, Client's Board of Directors (the "Board") has the primary responsibility and ultimate authority, in the Board's sole and absolute discretion, for implementing the public school program authorized by the School's community school contract. Client shall have the full power and authority to oversee the operation of the School. In accordance with Applicable Law, Client shall take reasonable actions, and shall execute and deliver all agreements, documents, or instruments reasonably necessary to enable CMO to perform its duties and obligations hereunder.

1.3 Authority and Duties of CMO

- a. Subject to the limitations set forth herein; the School's community school contract; all applicable federal, state, or local statutes, ordinances, and regulations; any amendments to or recodification of the aforementioned laws; implementing regulations of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Ohio public charter schools (collectively referred to herein as "Applicable Law"), Client expressly authorizes CMO to manage and oversee all activities relating to the operation of the School (the "Services"), including, but not limited to, the following:
 - i. Academics,
 - ii. Human Resources (as set forth in Section 4 below),
 - iii. Technology Administration,
 - iv. Professional Development,
 - v. Health and Safety,
 - vi. Accounting Support (as set forth in Section 6 below),
 - vii. Operations,
 - viii. Marketing Services,
 - ix. Public Relations,
 - x. Special Education (CMO shall ensure compliance with Applicable Law concerning services to special needs students. CMO shall ensure that the necessary special education programs and services are provided to Client, including development of IEPs, handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding, and all other administrative services associated with the delivery of services to special needs students. All such services will be provided in a manner that complies with Applicable Law.),
 - xi. Student Recruitment (CMO shall be responsible for overseeing all activities relating to the recruitment of students subject to agreement on general recruitment and admission policies to the extent as budgeted for in the annual budget or as otherwise approved by the Client. Students shall be selected in compliance with Applicable Laws.),
 - xii. Student Discipline,
 - xiii. Policy Development,
 - xiv. Record Keeping,
 - xv. Governance Support (Governance Support shall include, but not limited to, board meeting coordination and notification, creation of agendas and meeting materials, and preparation and maintenance of meeting minutes.),
 - xvi. Reporting, and
 - xvii. Student Management System (The Student Management System shall comply with Applicable Law.).
- b. Where Applicable Law requires authority to be maintained by Client over any aspect of the Services, Client shall not unreasonably withhold its approval of CMO's recommendations regarding the same.
- c. CMO may subcontract the provision of the Services with only those subcontractors and for only those Services that Client has approved in writing, which approval Client shall not unreasonably withhold. As part of the approval

process, CMO shall provide names and information regarding particular subcontractors to Client. NOTWITHSTANDING ANYTHING CONTAINED IN THIS AGREEMENT TO THE CONTRARY, CLIENT EXPRESSLY AGREES THAT CMO HAS CLIENT'S EXPRESS APPROVAL TO SUBCONTRACT THE PROVISION OF ANY SERVICES WITH CMO'S PARENT ORGANIZATION, RESPONSIVE EDUCATION SOLUTIONS AND/OR ANY SUBSIDIARY OF RESPONSIVE EDUCATION SOLUTIONS. CMO's right to subcontract the Services under this Agreement shall not relieve CMO of its obligations to perform any such subcontracted Services, and any such subcontractors shall be subject to all terms and conditions of this Agreement.

1.4 Public Statements

The Parties shall coordinate with one another on all public statements regarding the School, their contractual relationship as set forth in this Agreement, and the performance by either of them of their respective obligations hereunder. Notwithstanding the foregoing, CMO may make periodic modifications and updates to the School's website and related materials without the consent of Client as it relates to normal and routine updates, and in compliance with Applicable Law. In addition, notwithstanding the foregoing, Client may complete any evaluation of CMO's services as may be required by Applicable Law.

SECTION 2. REVENUES AND COMPENSATION

2.1 School Revenue and Management Fee

a. Depository Accounts

All Client revenue shall flow through Client and be maintained in a depository account owned solely by Client and conforming to the requirements of Applicable Law. Such accounts shall have only Client signatories on them (i.e., such accounts shall not have any CMO signatories on them). Once a budget is adopted and money is deposited into a Client account, Client may, in accordance with the budget, transfer money to an CMO account for payment of bills.

b. "School Revenue"

"School Revenue" will consist of all state funding actually received by Client pursuant or related to the school year in which the School is operating for each student enrolled in the School. Any and all funds received by Client in addition to state funding (e.g., federal funding sources) are not included in School Revenue. School Revenue does not include facilities funding from any source, charitable contributions, proceeds from fundraisers, casino revenue, fees charged to students or PTA/PTO income, or Grant Revenue ("Non-Qualified Gross Revenue") which shall be retained 100% by the Client. "Grant Revenue" shall mean all revenue received as a result of any application submitted by or on behalf of the Client or any funding agreement reached by or on behalf of the Client, including but not limited to National School Lunch Program, Medicaid, and other grants for facilities, professional development, transportation, or other needs of the Client. Grant Revenue and other Non-Qualified Gross Revenue shall be paid to the CMO or other third party providing the goods or services provided that the

CMO or third party presents and the Client approves invoices that satisfy the conditions or restrictions imposed on the Grant Revenue or other Non-Qualified Gross Revenue by the contributor, grantor, or other source of the revenue.

c. CMO Management Fee

In consideration of CMO's provision of the Services, Client shall disburse thirteen and one-half percent (13.5%) of School Revenue (the "Management Fee") to CMO. All disbursement(s) owed to CMO shall be due from Client within forty-five (45) days following the receipt of School Revenue by Client.

The Parties understand and agree that adjustments in School Revenue may be necessary and occur due to changes in state and federal appropriations, if any. The Parties understand and agree that the payment made to CMO will be adjusted to reflect any such adjustment(s), whether as an increase or reduction in the School Revenue. If an adjustment is made by the state at the end of a school year that results in a reduction in School Revenue for the School during that school year, CMO agrees to reimburse Client, for such funds already received by CMO, within thirty (30) days of receipt of written notice from Client. If an adjustment is made by the state at the end of a school year that results in an increase in School Revenues for the School during that school year, Client agrees to disperse the additional funds due to CMO within thirty (30) days of receipt of such funds by Client.

All amounts payable by the School hereunder may be made via electronic funds transfer. The School shall cooperate with the CMO to set up and establish necessary accounts and procedures.

d. Protection Against Debt

In the event that, at any time during the Term, the Client's expenditures, including payments to the CMO as well as those due and owing to third parties (the "Total Expenditures") shall cause the Client to have a month end cash position on the School's balance sheet below \$5,000 (the "Client Balance Sheet Minimum") the CMO shall defer any and all Management Fees due and payable (the "Deferred Management Fees"). The parties agree that the oldest Deferred Management Fees shall be paid first. CMO agrees not to charge any interest on Deferred Management Fees repaid in the same fiscal year. Simple interest shall be charged on the unpaid balance of Deferred Management Fees at the end of the fiscal year ("Unpaid Balance") at the rate of Three Percent (3%) per annum ("Interest"), provided, however the Unpaid Balance shall not include any Deferred Management Fees forgiven by the CMO as hereinafter provided. Deferred Management Fees shall be included in the Client's financial statements and any repayments shall be included in the Budget prepared for the Board. At the request of the CMO, the Board shall execute a promissory note in a mutually acceptable form. The CMO shall not be required to defer Management Fees to the extent that Board Expenses (other than Sponsor Fees, STRS and SERS payments, and insurance payments) exceed the Budget and notwithstanding anything to the contrary included above, the Parties shall have the right to mutually agree to waive the School Balance Sheet Minimum requirement and allow the month end cash balance on the balance sheet to fall below the same.

e. Three-Year Debt Forgiveness

At the expiration of three years after the end of any fiscal year in which the Client had any Unpaid Balance, the CMO agrees to forgive any amount remaining on the Unpaid Balance from that fiscal year and no Interest shall be due and payable on any amount forgiven.

2.2 Assumptions of Risk

The Parties each specifically recognize and assume the risk that the School Revenue share arrangement described in Section 2.1 above may not allow the Party to operate profitably, nor to fully cover its costs of providing its required services and obligations to the operation of the School under this Agreement during any given period.

2.3 Time and Priority of Payments.

The Client will satisfy its payment obligations in the following order of priority:

- Salaries and benefits, including reimbursement to CMO for the same;
- Payments and other costs due pursuant to the lease;
- Sponsor fees;
- Insurance;
- All other third party vendors, including the Management Fee.

SECTION 3. BOOKS, RECORDS, AND REPORTS

3.1 Reports Required by Applicable Law

Upon request and under direction and assignment of Client's Board, CMO shall, in a timely and diligent manner, assist Client in the preparation of all filings and/or reports required by Applicable Law to be prepared and/or filed in connection with the operation of the School.

3.2 Annual Budget

In accordance with Applicable Law, Client's Board will adopt an annual budget for the School. Through the budget process, the Board will authorize Client's Fiscal Officer to expend or obligate the School's funds, or the use of its property, and extend the School's credit-worthiness. The Fiscal Officer shall coordinate and work with CMO in preparing a balanced budget for the Board's timely consideration, revision, and approval. The proposed budget shall be prepared in compliance with Applicable Law, including any subsequently-adopted system setting forth the rules for budgeting for Ohio public charter schools.

3.3 Revenue Reports

CMO shall provide to Client a report of the School's financials as required by Applicable Law or requested by Client's Board.

3.4 Audits

CMO will cooperate with the Client's Fiscal Officer in preparation for and in the process of an annual audit of the School as required by Applicable Law. Notwithstanding the foregoing, nothing contained herein shall entitle Client (or any other person or entity) to audit or otherwise have access to CMO's financial statements or other financial information or records relating to CMO or its operations separate from this Agreement except as required by Applicable Law.

3.5 Records Management

Any records that CMO maintains related to this Agreement shall be kept: (1) separately from any other records of the CMO, and (2) in accordance with Applicable Law.

SECTION 4. PERSONNEL AND TRAINING

4.1 Administrative Personnel Responsibility

In all instances, CMO shall retain all authority and shall exercise all employment functions respecting the School staff. As such, CMO shall retain all authority regarding employment, compensation, discipline, or dismissal of School staff.

4.2 Administrative Staff

- a. Chief Administrative Officer. CMO shall employ one or more persons who shall be designated as the "Chief Administrative Officer" of the School. The process of selection of the Chief Administrative Officer by the CMO shall include Client or Client's representative throughout the interviews unless Client waives such option. The selection of the Chief Administrative Officer shall be approved by the Client in advance of CMO hiring a Chief Administrative Officer. The Chief Administrative Officer, if there is only one such position, or a Teacher, if acting as the Chief Administrative Officer if there is no Chief Administrative Officer, shall be sometimes hereinafter referred to as the "Chief Administrative Officer." Client shall retain authority to approve CMO's recommendations respecting the employment, discipline, or dismissal of the Chief Administrative Officer, with Client agreeing to not unreasonably withhold such approval from CMO regarding the same.
- b. Responsibility. The Chief Administrative Officer shall aim to build consensus among all stakeholders, and, hence, shall have responsibilities that shall include, but not be limited to, reporting regularly to the Client, supervising administrative personnel, inspiring teachers to teach and students to learn.
- c. Replacement of Principal. CMO shall consult with the Client in the process of CMO's evaluation of the Chief Administrative Officer. The Client shall have the right to request that CMO replace the Chief Administrative Officer, in the event

that the Client is dissatisfied with his or her performance, and so notifies CMO in writing. Upon such written request, CMO shall promptly take steps to replace the Chief Administrative Officer. In addition, CMO may replace the Chief Administrative Officer at any time; provided that Client is informed of such change prior to the replacement being made and provided that the Chief Administrative Officer's replacement shall be reviewed and approved by the Client in advance, with Client agreeing to not unreasonably withhold such approval from CMO regarding the same. Any replacement of the Chief Administrative Officer will be done so as to minimize the disruption to students.

4.3 Teaching Staff

a. Employment of Teachers

CMO will employ one or more persons designated as Teachers in accordance with the Staffing Model attached hereto as Exhibit A. The Teachers will work face-to-face with students at the School. CMO retains the authority and responsibility for the day to day selection, supervision, oversight, discipline and dismissal of the Teachers.

CMO shall have the responsibility for recruiting, training, and assigning Teachers.

CMO, with consultation of the Chief Administrative Officer, shall have responsibility for hiring, supervising, evaluating, disciplining, and dismissing Teachers. CMO shall keep the Client informed of all Teaching Staff related actions and decisions on a regular basis.

All Teachers shall hold the requisite teaching certificate in accordance with Applicable Law.

- b. Teacher Performance and Conduct. The Client may, at any time, request that the Chief Administrative Officer, promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher. The Chief Administrative Officer shall provide a prompt report to the Client and CMO on any and all actions taken in response to such a request. In the event the Chief Administrative Officer fails to take timely action to respond to the complaints or concerns raised and make a report, or in the event the actions taken by the Chief Administrative Officer are deemed inadequate, the Client may require the removal or replacement of a Teacher within sixty (60) days of any written request or immediately upon written notice in the event the Client believes there is a risk of any illegal conduct, or a risk to the health or safety of any Student, and so notifies CMO in writing.

4.4 Training

CMO shall ensure that training is provided to the School's Board and School staff as required under Applicable Law.

CMO will provide training in its instructional methods, curriculum, educational programs, and support technology to the School's instructional personnel. CMO shall be responsible for ensuring that all teachers have necessary in-service training with respect to all pertinent requirements of Applicable Law. Non-instructional personnel will receive such training as CMO determines to be reasonable and necessary.

4.5 Background Check and Fingerprinting

All personnel who work at or with the School shall undergo a criminal background check and submit to fingerprinting as required by Applicable Law prior to beginning service with the School.

SECTION 5. COMPLIANCE WITH APPLICABLE LAW

Each Party agrees that it shall comply in all material respects with all Applicable Law. Client and CMO shall cooperate in taking all actions necessary or appropriate to ensure such compliance by CMO and the School. In furtherance of, and without limiting the foregoing, each Party shall, as requested by the other, and to the extent of that Party's knowledge, advise the other regarding Applicable Law. The Parties further understand and agree that, notwithstanding such exchanges of information, each has access to its own legal counsel and other advisors, and nothing herein is to be construed as an agreement to provide legal or other professional advice or counsel.

SECTION 6. ACCOUNTING RESPONSIBILITIES

- 6.1** Client shall, at Client's expense, contract with a fiscal officer who is independent from CMO ("Fiscal Officer"). To the extent required by Applicable Law, Fiscal Officer will collaborate with CMO to prepare budgets, forecasts, and monthly financial statements for Board review and approval. To the extent required by Applicable Law, Fiscal Officer will work with auditors as needed for Client's audits. To the extent required by Applicable Law, Fiscal Officer will process payment for invoices related to contracts entered into by and obligations of Client and invoices received from CMO, including as an example, Legal, Fiscal Officer, Sponsor and Audit (AOS) Fees, as well as any Board compensation (Stipends).
- 6.2** Unless prohibited by Applicable Law, CMO shall provide, at its cost, business management services, including financial forecasting; process payroll and payment for all of the School's invoices except those explicitly the processing responsibility of Fiscal Officer; prepare monthly financial statements for the Client's Fiscal Officer and Board's review; perform daily accounting activities; track grant budgets and expenditures; provide audit support; and monitor external fiscal deadlines and work with the Client and Client Fiscal Officer to ensure compliance. Financial and other data will be available to the Board separately from CMO's operations or any other schools managed by CMO.

SECTION 7. INTELLECTUAL PROPERTY AND CONFIDENTIALITY

7.1 Intellectual Property of CMO

- a. Proprietary Materials of CMO

Client acknowledges and agrees that CMO has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to CMO's (and licensors' as the case may be) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, school name, website design and domain numbers, and names including those registered by CMO and/or for CMO (and licensors as the case may be) and the School and other materials created for the School, and curricular materials and any and all customizations and derivative works thereof (collectively, "CMO Proprietary Materials"). Client further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the CMO Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the CMO Proprietary Materials, (ii) it has no right to use the CMO Proprietary Materials unless expressly agreed to herein by CMO, and (iii) CMO (and licensors as the case may be) own all intellectual property rights in and to the CMO Proprietary Materials.

b. Sub-License of CMO Proprietary Materials

CMO hereby grants Client a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of sixty (60) days following the expiration or earlier termination of this Agreement, to use and distribute the CMO Proprietary Materials solely in connection with the School operations as contemplated in this Agreement. Notwithstanding the foregoing, Client shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the CMO Proprietary Materials; (ii) sublicense any rights under this Agreement without the advance written approval of CMO, which approval may be withheld by CMO in its sole discretion; or (iii) frame any website owned by CMO. Upon the termination of such license, Client will cease use of the CMO Proprietary Materials, and will return all CMO Proprietary Materials to CMO promptly, including those in Client's possession.

c. Rights of Proprietary Marks

Client acknowledges and agrees that, as between Client and CMO, CMO owns and shall maintain all intellectual property rights, title, and interest, including any goodwill, in and to CMO trademarks, service marks, trade dress and trade names (collectively, "CMO Proprietary Marks"). Client further acknowledges and agrees that it has no intellectual property interest or claims in the CMO Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the CMO Proprietary Marks and has no right to use the CMO Proprietary Marks except in the limited capacity as set forth in Section 7.1.d. or unless expressly agreed to in writing in advance by CMO, which agreement CMO may withhold in its sole discretion.

d. Sub-License of Proprietary Marks

CMO hereby grants Client a royalty-free, non-exclusive, non-transferable sublicense, during the Term and for a period of sixty (60) days following the expiration or earlier termination of this Agreement, to use the CMO Proprietary Marks relating to the School solely in connection with the operations of School as

contemplated in this Agreement. Notwithstanding the foregoing, Client will not be permitted to sublicense any rights under this Agreement without the advance written approval of CMO, which approval may be withheld by CMO in its sole discretion. Upon the termination of such license, Client will cease use of the CMO Proprietary Marks.

e. Limitations on Use of CMO Proprietary Materials and CMO Proprietary Marks by Client

Client will use the CMO Proprietary Materials and the CMO Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing license rights, Client also agrees to not alter, copy, disassemble, reverse engineer or modify the CMO Proprietary Materials and/or the CMO Proprietary Marks in any way, nor will Client act or permit action in any way that would impair the rights of CMO in them. Client's authorized use will not create any right, title, or interest in or to the CMO Proprietary Materials or the CMO Proprietary Marks, any customizations and derivative works thereof, or any other materials created for use in connection with the foregoing. CMO will have the right to monitor the quality of Client's use of the CMO Proprietary Materials and the CMO Proprietary Marks, and Client will notify CMO promptly in writing of any known infringement thereof and of any use of CMO's intellectual property (including the CMO Proprietary Materials, and/or the CMO Proprietary Marks) by an unauthorized party, other than set forth or contemplated by this Agreement, of which Client becomes aware. CMO and Client agree to reasonably assist each other in pursuing measures to prevent further use of CMO's intellectual property by said unauthorized party. Any references to or use of the CMO Proprietary Materials or the CMO Proprietary Marks by Client will contain the appropriate trademark, copyright, or other legal notice provided from time to time by CMO and will be subject to additional trademark usage standards developed by CMO and modified from time to time by CMO with advance notice in writing. Moreover, to the extent Client has established any rights, title, or interest in the CMO Proprietary Materials or CMO Proprietary Marks, Client hereby assigns and transfers to CMO, its successors and assigns, all of Client's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the CMO Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

f. Publicity/Press Release

Until otherwise notified by Client, CMO may use Client's name and School references in a listing of new, representative, or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. Client may use CMO's name and School references in a listing of new, representative, or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both CMO and Client.

7.2 Confidentiality

The Parties agree, to the extent permitted by Applicable Law, to keep strictly confidential all confidential or proprietary information about or belonging to a Party (including without limitation any works, work product, or related information) to which the other Party gains or has access to by virtue of the Parties' relationship. Except as disclosure may be required to obtain the advice of professionals or consultants or as may be required by Applicable Law, each Party shall use its best efforts to ensure that such information is not disclosed to any other third person or entity without the prior written consent of the other Party. The Parties further acknowledge and agree that CMO, in fulfilling its duties and responsibilities under this Agreement, shall maintain all records and shall make such records publicly available as may be required by Applicable Law. Further, in its provision of Services under this Agreement, CMO acknowledges state and federal requirements regarding the confidentiality of student information and agrees to strictly adhere to such requirements.

SECTION 8. REAL AND PERSONAL PROPERTY

8.1 Revised Code 3314.2010 Compliance

When CMO purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with state funds that were paid to CMO by Client as payment for services rendered, such property is property of Client and is not property of CMO. CMO shall be responsible for the placement of tags identifying proper Client ownership in compliance with the Client's current Fixed Asset Policy. No Client property shall be disposed of without the consent of the Client's Board. Any property located at the School, for which no tags exists, is deemed to belong to the Client.

8.2 Facility Operation and Maintenance

CMO shall coordinate the operation and maintenance of the Client's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility. Unless approved by the Client, the Client Facility shall only be used to carry out the terms and conditions of the Community School Contract and or educational purposes not inconsistent with the Community School Contract. The Client and CMO shall consult with one another before the Client purchases, leases, or modifies the Facility. If the Client does not own the Facility, CMO will review any lease between the Client and its lessor for the Facility (the "Lease"). In connection with its duty to administer and operate the school, CMO, on behalf of the Client, agrees to operate in compliance with the Lease and to immediately notify the Client of any event that would result in a breach or default under the terms of the Lease.

SECTION 9. INSURANCE

9.1 Insurance

At all times during the Term, each Party shall place and maintain, at its own expense, insurance coverage as required by Applicable Law with respect to the operation of the School.

9.2 Parties Insured and Amounts of Coverage

Any comprehensive commercial general liability policy maintained by a Party under Section 9.1 with respect to the operation of the School and this Agreement shall:

- a. Include as additional insureds thereunder those parties required by Applicable Law; and
- b. Include a provision that such policy shall not be canceled or materially altered or amended without at least thirty (30) days' prior written notice to each insured named therein, and notwithstanding any act or negligence of such insured that otherwise might result in forfeiture of said insurance; and
- c. Include a provision that such insurance shall not be invalidated by any act or negligence of CMO or Client.

Each of the Parties shall furnish such evidence of insurance coverage as may be reasonably requested by the other Party from time to time.

SECTION 10. REPRESENTATIONS AND WARRANTIES OF THE PARTIES

- 10.1** Each of the Parties represents and warrants that it has the full power and authority to enter into and perform its obligations under this Agreement, and that this Agreement constitutes the legal, valid, and binding obligation of such Party, enforceable against such Party in accordance with the terms hereof.
- 10.2** Each Party and its employees, contractors, agents, and representatives shall provide all of the services described in this Agreement in a professional manner and in accordance with industry standards.
- 10.3** Each Party and its employees, contractors, agents, and representatives shall, at all times, comply with Applicable Law, and be duly licensed and otherwise authorized to provide the services specified in this Agreement.
- 10.4** Each Party's provision of services described in this Agreement does not and will not infringe or violate any legal or equitable right of any third parties, including but not limited to any contract right or intellectual property rights.

SECTION 11. TERM AND TERMINATION

11.1 Term of Agreement

This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years, unless earlier terminated as provided in this Agreement (the "Initial Term"). Upon expiration of the Initial Term, this Agreement shall be automatically renewed for consecutive additional terms of two (2) years, or such other renewal period agreed upon by the Parties and allowed by the Applicable Law, unless either Party terminates this Agreement as provided in this Section 11. The Initial Term, and any renewals or extensions thereof, are collectively herein referred to as the "Term."

11.2 Right to Terminate Upon Event of Default

If, at any time during the Term, any of the events set forth in this Section 11.2 (“Event of Default”) occurs and continues beyond the applicable grace period, the non-defaulting Party may, at its option, terminate this Agreement by giving notice to the other Party specifying (according to the requirements under Section 11.6 of this Agreement), an effective date, not earlier than thirty (30) days after the giving of such notice, when the Agreement terminates. Each of the following shall constitute an Event of Default:

- a. Client or CMO files a voluntary petition in bankruptcy under Title 11 of the United States Bankruptcy Code; or an order for relief is issued against Client or CMO under Title 11 of the United States Bankruptcy Code; or Client or CMO files any petition or answer seeking or acquiescing in any reorganization, arrangement, composition, readjustment, liquidation, dissolution, or similar relief for itself under present or future federal, state, or other law or regulation relating to bankruptcy, insolvency, or other relief for debtors; or seeks or consents to, or acquiesces in the appointment of any custodian, trustee, receiver, conservator, or liquidator of Client or CMO, or of all or any substantial part of the School; or makes any general assignment for the benefit of creditors; or Client or CMO fails generally to pay its debts, as such debts become due; or gives notice to any governmental body of insolvency or pending insolvency, or suspension of operations; or a court of competent jurisdiction enters an order, judgment, or decree approving a petition filed against Client or CMO, seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution, or similar relief under any present or future federal, state, or other law or regulation relating to bankruptcy, insolvency, or other relief for debtors, which order, judgment, or decree remains in effect (not stayed or vacated) for an aggregate of sixty (60) days (whether or not consecutive) from the date of entry thereof; or any custodian, trustee, receiver, conservator, or liquidator is appointed with respect to Client or CMO, or of all or any substantial part of the School, without the consent or acquiescence of Client, which appointment remains in effect (not vacated or stayed) for an aggregate of sixty (60) days whether or not consecutive; or
- b. CMO or Client breaches any material term of this Agreement not otherwise specifically addressed in this Section 11, and such breach is not cured within thirty (30) days following written notice thereof from the non-defaulting Party; except that an Event of Default (other than due to a breach or default under Section 7.1) does not exist if the breach or default is susceptible to cure, curing the breach or default is not possible within the 30-day period, and the defaulting Party commences to cure the breach or default within the cure period, and thereafter proceeds, diligently and in good faith, to complete the cure within one hundred twenty (120) days after written notice or such shorter period of time required by the Sponsor or Applicable Law.

11.3 Additional Rights to Terminate by CMO and/or Client

- a. If there shall occur any change in Applicable Law, source or amount of School Revenue, or government policy applicable to the School that has a material adverse effect on the economic benefits of this Agreement to either Party, then the Party suffering such material adverse effect may request renegotiation of this Agreement in writing. Such renegotiation will be undertaken in good faith. If the

Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice, then this Agreement may be terminated upon delivery of written notice by the materially adversely affected Party.

- b. If CMO's provision of Services under this Agreement results in the School's failing to meet the minimum financial and/or operational performance standards established by the Client's community school contract, Client may declare its right of renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within ninety (90) days after such notice, then this Agreement may be terminated upon delivery of written notice by Client.

11.4 Additional Rights to Terminate by CMO

Except as provided in Section 2.1, if Client fails to pay CMO any amount payable to CMO under this Agreement within thirty (30) days of written notice of such late payment, CMO may, at its option, terminate this Agreement by giving written notice to Client.

11.5 Effective Date of Termination

Notwithstanding anything in this Section 11 to the contrary, if required by Applicable Law, the Parties shall make reasonable good faith efforts to ensure that any termination of this Agreement shall be effective at the end of the last day of instruction of the school year during which the pertinent breach and failure to cure occurs, unless earlier termination is necessary: (i) to protect the health, welfare, or safety of School students; or (ii) to protect CMO from non-payment of any sums due and owing to CMO; or (iii) is in conflict with another provision of Applicable Law.

11.6 Transition

In the event of termination of this Agreement for any reason by either party, the CMO will, at no cost to CMO, provide the Board reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement. The CMO shall assist the Client in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment, and material (if any); (ii) sending notices to students as reasonably requested by the School; and (iii) at the School's option, delivering student records directly to the students. This Section 11.6 shall survive any expiration or termination of this Agreement.

SECTION 12. INDEMNIFICATION AND LIMITATION ON LIABILITY

12.1 Indemnification of Client and/or School

CMO AGREES, SUBJECT TO THE OTHER TERMS AND CONDITIONS OF THIS SECTION 12, TO INDEMNIFY, DEFEND, AND HOLD CLIENT, ITS OFFICERS, DIRECTORS, AGENTS, EMPLOYEES, SPONSOR, SUCCESSORS, AND PERMITTED ASSIGNS HARMLESS FROM AND AGAINST ANY AND ALL LOSSES CAUSED BY: (I) CMO'S BREACH OF ANY PROVISION OF THIS AGREEMENT, OR (II) ANY NEGLIGENT OR WILLFUL ACT OR OMISSION OF CMO OR ITS EMPLOYEES, CONTRACTORS, OR AGENTS; EXCEPT TO THE EXTENT RELATED TO OR

RESULTING FROM ACTS OF FRAUD, NEGLIGENCE, GROSS NEGLIGENCE, WILLFUL MISCONDUCT, OR ACTS IN BREACH OF THIS AGREEMENT ON THE PART OF CLIENT AND ITS OFFICERS, DIRECTORS, AGENTS, AND CONTRACTORS. THE OBLIGATIONS SET FORTH IN THIS SECTION 12.1 WILL SURVIVE ANY TERMINATION OR EXPIRATION OF THIS AGREEMENT.

12.2 Indemnification of CMO

WITHOUT WAIVING ANY STATUTORY OR GOVERNMENTAL IMMUNITY AVAILABLE TO IT AND ONLY TO THE EXTENT PERMITTED BY APPLICABLE LAW, CLIENT AGREES, SUBJECT TO APPLICABLE LAW AND THE OTHER TERMS AND CONDITIONS OF THIS SECTION 12, TO INDEMNIFY, DEFEND, AND HOLD CMO, ITS OFFICERS, DIRECTORS, AGENTS, EMPLOYEES, SUCCESSORS, AND PERMITTED ASSIGNS FROM AND AGAINST ANY AND ALL LOSSES CAUSED BY: (I) CLIENT'S UNREASONABLE REFUSAL TO APPROVE OF ANY RECOMMENDATION BY CMO REGARDING THE PROVISION OF THE SERVICES, (II) CLIENT'S BREACH OF ANY PROVISION OF THIS AGREEMENT, OR (III) ANY NEGLIGENT OR WILLFUL ACT OR OMISSION OF CLIENT OR ITS EMPLOYEES, CONTRACTORS, OR AGENTS; EXCEPT TO THE EXTENT RELATED TO OR RESULTING FROM ACTS OF FRAUD, NEGLIGENCE, GROSS NEGLIGENCE, WILLFUL MISCONDUCT, OR ACTS IN BREACH OF THIS AGREEMENT ON THE PART OF CMO AND ITS OFFICERS, DIRECTORS, AGENTS, CONTRACTORS, AND EMPLOYEES. THE OBLIGATIONS SET FORTH IN THIS SECTION 12.2 WILL SURVIVE ANY TERMINATION OF THIS AGREEMENT.

NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, CMO ACKNOWLEDGES, STIPULATES, AND AGREES THAT NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS A WAIVER OF ANY STATUTORY OR GOVERNMENTAL IMMUNITY AVAILABLE TO CLIENT AND/OR SCHOOLS UNDER APPLICABLE LAW.

12.3 Indemnification Procedure

The Party seeking indemnification (the "Indemnified Party") agrees to give the other Party (the "Indemnifying Party") prompt written notice of any claim, assertion, event, or proceeding by, or in respect of a third party of, which the Indemnified Party has knowledge concerning any loss as to which it may request indemnification hereunder. The Indemnifying Party shall have the right to direct, through counsel of its own choosing, the defense or settlement of any such claim or proceeding at its own expense. If the Indemnifying Party elects to assume the defense of any such claim or proceeding, the Indemnified Party may participate in such defense, but in such case the expenses of the Indemnified Party shall be paid by the Indemnified Party. If the Indemnifying Party shall fail to defend in a timely manner or, if after commencing or undertaking any such defense, shall fail to prosecute, or shall withdraw from such defense, the Indemnified Party shall have the right to undertake the defense or settlement thereof, at the Indemnifying Party's expense. If the Indemnified Party assumes the defense of any such claim or proceeding pursuant to this Section 12.3, and proposes to settle such claim or proceeding prior to final judgment thereon, or to forego any appeal with respect thereto, then the Indemnified Party shall give the Indemnifying Party prompt written notice thereof, and the Indemnifying Party shall have the right to participate in the settlement or assume or reassume the defense of such claim or proceeding. Notwithstanding

anything contained in this Section 12 to the contrary, the Indemnifying Party shall not, without the prior written consent of the Indemnified Party (which consent shall not be unreasonably withheld or delayed), agree to a settlement of any such claim or proceeding.

12.4 Limitation of Liability

NEITHER PARTY SHALL HAVE ANY LIABILITY FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, TREBLE, EXEMPLARY, PUNITIVE, OR SPECIAL DAMAGES, IRRESPECTIVE OF WHETHER A PARTY HAS ADVANCE NOTICE OF THE POSSIBILITY OF SUCH DAMAGES OR WHETHER SUCH DAMAGES ARE BASED ON A THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE.

SECTION 13. MISCELLANEOUS

13.1 Notices and Approvals

All notices, requests, approvals, demands, and other communications required or permitted to be given under this Agreement must be in writing and may be: (i) delivered in person; (ii) sent by certified mail, postage prepaid, with return receipt requested, to the last known address of the person; (iii) delivered by a nationally recognized private courier; or (iv) dispatched by facsimile transmission (accompanied with reasonable evidence of receipts of transmission). Personal delivery shall be effective when accomplished. Mailed notices shall be deemed delivered when deposited in the United States mail. Couriered notices shall be deemed delivered on the date that the courier warrants delivery will occur. Faxed notices shall be deemed delivered when receipt is either confirmed by confirming transmission equipment, or acknowledged by the addressee or its office, or as the Party to whom the notice is sent has designated in accordance with the provisions of this section. All notices, requests, approvals, demands, and other communications shall be sent to:

If to CMO:

Blue Learning
Attn: Chief Executive Officer
1301 Waters Ridge Drive
Lewisville, Texas 75057

With a copy to:

Blue Learning
Attn: Board Attorney
1301 Waters Ridge Drive
Lewisville, Texas 75057

If to Client:

[ORGANIZATION]
Attn: [NAME]
[SCHOOL]

[STREET]
[CITY, STATE ZIP]

With a copy to:

[ORGANIZATION]
Attn: [NAME]
[SCHOOL]
[STREET]
[CITY, STATE ZIP]

Each Party is entitled to revise its addressee(s) by notice to the other Party.

13.2 Captions

The captions to the sections of this Agreement are for convenience of reference only and in no way define, limit, describe, or affect the scope or intent of any part of this Agreement.

13.3 Severability of Provisions

If any term or other provision of this Agreement is found to be invalid, illegal, or incapable of being enforced by any rule of law or public policy by a court of competent jurisdiction, all other conditions and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner materially adverse to any Party. Upon such determination that any term or other provision is invalid, illegal, or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to affect their original intent as closely as possible in a mutually acceptable manner so that the transactions contemplated hereby are consummated as originally contemplated to the greatest extent possible.

13.4 Modifications and Waiver

No failure by either Party to insist on the strict performance of any covenant, agreement, term, or condition of this Agreement, or to exercise any right or remedy consequent on the breach thereof, shall constitute a waiver of any such breach or any subsequent breach of such covenant, agreement, term, or condition. No covenant, agreement, term, or condition of this Agreement, and no breach thereof shall be waived, altered, or modified except in a writing signed by the Party against whom enforcement of such waiver, modification, or alteration is sought. No waiver of any breach shall affect or alter this Agreement, but each and every covenant, agreement, term, and condition of this Agreement shall continue in full force and effect.

13.5 Entire Agreement

This Agreement, including Exhibits, constitutes the entire agreement between the Parties with respect to the subject matter hereof and thereof. There are no promises, terms, conditions, obligations, or warranties other than those contained in this Agreement. This Agreement supersedes all prior communications, representations, or agreements, verbal or written, among the Parties relating to the subject matter hereof. Any

modification of this Agreement shall be effective only if in writing, signed and dated by the Parties.

13.6 Further Assurances

Each Party agrees, at the request of the other Party, to promptly execute and deliver any and all further agreements, documents, instruments, releases, assignments, and consents, and promptly to take and forbear from all such action, as may be reasonably necessary or appropriate, in order more effectively to confirm or to carry out the provisions of this Agreement.

13.7 Force Majeure

Any delays in performance of any obligation of either Party under this Agreement shall be excused to the extent that such delays may be caused by war, national emergency, natural disaster, strikes, labor disputes, utility failure, governmental regulations, riots, adverse weather or other acts of God, and any other similar causes not within such Party's control.

13.8 Governing Law and Mandatory Forum Selection

This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Ohio, without giving effect to principles of conflicts of laws. Venue for any action, suit, or other proceeding relating to this Agreement shall lie exclusively in the state courts of the county in which the School is located, and the Parties irrevocably consent to the exclusive jurisdiction of those courts.

13.9 Survival Following Termination

The provisions of Sections 2.1, 7.1, 10, 11, 12, and 13 shall survive the expiration or early termination of this Agreement.

13.10 Relationship of the Parties

- a. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and as may be amended from time to time. The relationship of CMO to Client shall be that of an independent contractor and all acts performed by CMO pursuant to this Agreement shall be as an independent contractor. CMO and Client are not joint venturers or partners with respect to the School, and nothing contained in this Agreement shall be construed as creating a partnership, joint venture, or similar relationship between the Parties.
- b. CMO acknowledges and agrees that it has no express or implied authority to bind Client to any duty imposed by contract, other than this Agreement, unless Client has specifically authorized such action at a meeting of the Client's board held in accordance with Applicable Law (appearing in minutes of such meeting) and as agreed in writing by the Board.
- c. Client acknowledges and agrees that, subject to Applicable Law, CMO is in the business of, among other things, operating and promoting community school

(charter) programs, both for its own account and for the account of others. CMO acknowledges and agrees that Client will owe CMO no fiduciary duties, and that Client is receiving services from CMO, an independent contractor, to facilitate the establishment and operation of the School.

- d. The Parties hereby expressly acknowledge and agree that the Parties may continue to engage in such activities, and may in the future engage in the same or other businesses or activities (whether or not such businesses or activities may directly or indirectly compete with the activities of the Parties and/or the School). Such activities shall not in any way be regarded as a breach of any representation, warranty, covenant, agreement, or duty of the Parties.

13.11 Assignment

This Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective successors and assigns. Notwithstanding the foregoing, neither Party may assign this Agreement without the prior written consent of the other Party, which consent may be withheld at that Party's sole discretion, and obtaining the proper approvals required by Applicable Law.

13.12 Third Parties

None of the rights or obligations hereunder of either Party shall run to or be enforceable by any person other than a Party to this Agreement, or by a Party deriving rights hereunder as the result of an assignment permitted pursuant to the terms hereof.

13.13 Enforcement and Dispute Resolution

- a. In the event of a dispute between the Parties arising under or relating to this Agreement, the Parties will attempt to resolve such dispute in good faith as set forth in this Section 13.13. Within five (5) business days after either Party provides written notice of its desire to initiate the dispute resolution procedures set forth in this Section 13.13, a representative of each Party will begin discussions to resolve such dispute and shall work together in good faith to resolve such dispute. If such dispute is not resolved within ten (10) business days after such initial notice, then either Party may escalate such dispute upon written notice. Within three (3) business days after such escalation notice, an executive of CMO and a designee of Client will begin discussions to resolve such dispute and shall work together in good faith to resolve such dispute. The Parties understand and agree that Client must make decisions and take action at a meeting held in conformity with Applicable Law, and that no representative of Client may take action or agree to a settlement of any dispute without the prior authorization of Client's Board of Directors. If such dispute is not resolved within ten (10) business days after such further escalation notice, then either Party may request non-binding mediation upon written notice. If both Parties agree to mediation, the Parties will convene within a reasonable time with a professional mediator mutually agreed upon by the Parties. Representatives of the Parties will make reasonable efforts to attend meetings and participate in telephone conferences or video conferences as reasonably requested by either Party. If the dispute is not resolved within twenty (20) business days after the first convening with a mediator as described above, either Party may declare an impasse, which will

conclude the mediation process. Unless either Party reasonably believes that the continuation of the dispute resolution procedures set forth in this Section 13.13 would be futile, neither Party may initiate or pursue any legal proceeding relating to a dispute arising under or relating to this Agreement until the Parties have completed the dispute resolution procedures set forth in this Section 13.13; provided that nothing in this Section 13.13 shall prohibit either Party from seeking or obtaining an order for injunctive relief. Except as otherwise set forth herein, the dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under herein. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section 13.13, except that the Parties will share equally any fees payable to a professional mediator.

- b. Notwithstanding Section 13.13.a., either Party, upon determination at its sole discretion that the delay occasioned by the above procedure would cause it to suffer irreparable harm, may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth in 13.13.a. The decision of a Party not to seek judicial relief during the pendency of the above-described dispute resolution procedures will not create any inference respecting the presence or absence of irreparable harm.

13.14 Public Announcements

Except as permitted under Sections 1.4 and 7.1.f. hereof, and this Section 13.14, neither Party shall make any public disclosure or publicity release pertaining to the existence of this Agreement or of the subject matter contained herein without the consent of the other Party; provided, however, that each Party shall be permitted to make such specific disclosures to the public or to governmental agencies as its counsel shall deem necessary to maintain compliance with, and to prevent violation of Applicable Law, in which case the Party making the release, announcement, or communication shall provide the information contained therein to the other Party in advance or contemporaneously with its disclosure.

13.15 Counterparts

This Agreement, and all agreements, documents, and instruments related hereto, may be executed in one or more counterparts, each of which, when executed, shall be deemed to be an original, but all of which taken together shall constitute one and the same agreement. Delivery of an executed signature page to this Agreement, and any agreements, documents, or instruments to be executed and delivered in connection herewith, by facsimile transmission shall be as effective as delivery of a manually signed counterpart hereof or thereof.

13.16 CMO Expenses

Client may either: (1) pay or reimburse CMO for approved fees or expenses upon properly presented documentation and approval by the School Board, or (2) advance funds to CMO for the fees or expenses associated with the School's operation provided

that documentation for the fees and expenses are provided for School Board ratification. No corporate costs of CMO shall be charged to, or reimbursed by, the School.

IN WITNESS WHEREOF, the Parties have duly executed and delivered this Agreement as of the Effective Date.

Client:

[NAME]
[TITLE]
[SCHOOL]
[STREET]
[CITY, STATE ZIP]

CMO:

Mr. James Taylor
Chief Executive Officer
Blue Learning
1301 Waters Ridge Drive
Lewisville, Texas 75057

Approved as to Form:

Ms. Lindsey Gordon
General Counsel
Blue Learning
1301 Waters Ridge Drive
Lewisville, Texas 75057

Attachment 4B – Roles and Responsibilities

A detailed description of the management organization's role with the managed school, as well as its responsibility to the governing authority, may be found in the submitted management agreement. Applicable provisions of the management agreement include, but are not limited to, the following:

Section 1.3.a. Authority and Duties of CMO: Subject to the limitations set forth herein; the School's community school contract; all applicable federal, state, or local statutes, ordinances, and regulations; any amendments to or recodification of the aforementioned laws; implementing regulations of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to Ohio public charter schools (collectively referred to herein as "Applicable Law"), Client expressly authorizes CMO to manage and oversee all activities relating to the operation of the School (the "Services"), including, but not limited to, the following:

- i. Academics,
- ii. Human Resources (as set forth in Section 4 below),
- iii. Technology Administration,
- iv. Professional Development,
- v. Health and Safety,
- vi. Accounting Support (as set forth in Section 6 below),
- vii. Operations,
- viii. Marketing Services,
- ix. Public Relations,
- x. Special Education (CMO shall ensure compliance with Applicable Law concerning services to special needs students. CMO shall ensure that the necessary special education programs and services are provided to Client, including development of IEPs, handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding, and all other administrative services associated with the delivery of services to special needs students. All such services will be provided in a manner that complies with Applicable Law.),
- xi. Student Recruitment (CMO shall be responsible for overseeing all activities relating to the recruitment of students subject to agreement on general recruitment and admission policies to the extent as budgeted for in the annual budget or as otherwise approved by the Client. Students shall be selected in compliance with Applicable Laws.),
- xii. Student Discipline,
- xiii. Policy Development,
- xiv. Record Keeping,
- xv. Governance Support (Governance Support shall include, but not limited to, board meeting coordination and notification, creation of agendas and meeting materials, and preparation and maintenance of meeting minutes.),
- xvi. Reporting, and
- xvii. Student Management System (The Student Management System shall comply with Applicable Law.).

Section 3.1 Reports Required by Applicable Law: Upon request and under direction and assignment of Client's Board, CMO shall, in a timely and diligent manner, assist Client in the

preparation of all filings and/or reports required by Applicable Law to be prepared and/or filed in connection with the operation of the School.

Section 3.2 Annual Budget: ...The Fiscal Officer shall coordinate and work with CMO in preparing a balanced budget for the Board's timely consideration, revision, and approval.

Section 3.3 Revenue Reports: CMO shall provide to Client a report of the School's financials as required by Applicable Law or requested by Client's Board.

Section 3.4 Audits: CMO will cooperate with the Client's Fiscal Officer in preparation for and in the process of an annual audit of the School as required by Applicable Law. Notwithstanding the foregoing, nothing contained herein shall entitle Client (or any other person or entity) to audit or otherwise have access to CMO's financial statements or other financial information or records relating to CMO or its operations separate from this Agreement except as required by Applicable Law.

Section 3.5 Records Management: Any records that CMO maintains related to this Agreement shall be kept: (1) separately from any other records of the CMO, and (2) in accordance with Applicable Law.

Section 4.1 Administrative Personnel Responsibility: In all instances, CMO shall retain all authority and shall exercise all employment functions respecting the School staff. As such, CMO shall retain all authority regarding employment, compensation, discipline, or dismissal of School staff.

Section 4.2 Administrative Staff: CMO shall employ one or more persons who shall be designated as the "Chief Administrative Officer" of the School....

Section 4.3 Teaching Staff: CMO will employ one or more persons designated as Teachers in accordance with the Staffing Model attached hereto as Exhibit A. The Teachers will work face-to-face with students at the School. CMO retains the authority and responsibility for the day to day selection, supervision, oversight, discipline and dismissal of the Teachers. CMO shall have the responsibility for recruiting, training, and assigning Teachers. CMO, with consultation of the Chief Administrative Officer, shall have responsibility for hiring, supervising, evaluating, disciplining, and dismissing Teachers. CMO shall keep the Client informed of all Teaching Staff related actions and decisions on a regular basis.

Section 4.4 Training: CMO shall ensure that training is provided to the School's Board and School staff as required under Applicable Law. CMO will provide training in its instructional methods, curriculum, educational programs, and support technology to the School's instructional personnel. CMO shall be responsible for ensuring that all teachers have necessary in-service training with respect to all pertinent requirements of Applicable Law. Non-instructional personnel will receive such training as CMO determines to be reasonable and necessary.

Section 6.1 Accounting Responsibilities: ...To the extent required by Applicable Law, Fiscal Officer will collaborate with CMO to prepare budgets, forecasts, and monthly financial statements for Board review and approval....

Section 6.2 Accounting Responsibilities: Unless prohibited by Applicable Law, CMO shall provide, at its cost, business management services, including financial forecasting; process

payroll and payment for all of the School's invoices except those explicitly the processing responsibility of Fiscal Officer; prepare monthly financial statements for the Client's Fiscal Officer and Board's review; perform daily accounting activities; track grant budgets and expenditures; provide audit support; and monitor external fiscal deadlines and work with the Client and Client Fiscal Officer to ensure compliance. Financial and other data will be available to the Board separately from CMO's operations or any other schools managed by CMO.

Section 7.1.b. Sub-License of CMO Proprietary Materials: CMO hereby grants Client a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of sixty (60) days following the expiration or earlier termination of this Agreement, to use and distribute the CMO Proprietary Materials solely in connection with the School operations as contemplated in this Agreement....

Section 7.1.d. Sub-License of Proprietary Marks: CMO hereby grants Client a royalty-free, non-exclusive, non-transferable sublicense, during the Term and for a period of sixty (60) days following the expiration or earlier termination of this Agreement, to use the CMO Proprietary Marks relating to the School solely in connection with the operations of School as contemplated in this Agreement.

Section 8.2 Facility Operation and Maintenance: CMO shall coordinate the operation and maintenance of the Client's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility.

Section 11.6 Transition: In the event of termination of this Agreement for any reason by either party, the CMO will, at no cost to CMO, provide the Board reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement. The CMO shall assist the Client in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment, and material (if any); (ii) sending notices to students as reasonably requested by the School; and (iii) at the School's option, delivering student records directly to the students.

Chief Executive Officer
Chuck Cook

Chief Operating Officer

Robert Davison

Vice President of Real Estate & Construction

T. Lynn Tompkins

Director of Building Maintenance

Aaron Valor

Chief of Staff

Kalese Whitehurst

Sponsor Compliance

Dr. Mary Ann Duncan

Community Development

Shannon Hyde

Chief Technology Officer

James Taylor

Director of Purchasing & Technology

Corey Thomas

Director of Education Information Systems

Georgia Kallageris

Chief Financial Officer

Joe DeProspero

Vice President of Finance

Corey Fischer

Vice President of Financial Planning

Ken Hannemann

Chief Academic Officer

Dr. Christian Cutter

VP of Academics, Professional Development & Testing

Dr. Jamie Callahan

Director of Federal Programs & Student Services

Dr. Kendahl Herron

Chief Human Resource & Brand Officer

Chris Baumann

Vice President of Human Resources

Lisa Taylor

Vice President of Marketing

Chris Prokopeas

Blue X Superintendent

Elaine Plybon

Regional Director

School Principal

Attachment 4D – Communication Plan

ResponsiveEd will provide the following reports to the Governing Authority according to the following schedule, unless required to be provided more frequently by applicable law (or, where applicable, by request of the Governing Authority):

REPORT	FREQUENCY
Financial Audit	Annually
School Report Card	Annually
Budget	Annually
CMO Evaluation	Annually
Academic Progress	Semi-Annually
Revenue Report	Quarterly
Operational Issues	As Needed
Grievances	As Needed

Such reports will be provided through the Superintendent and, where applicable, the assistance of the Fiscal Officer and/or the School's independent legal counsel.

Attachment 4E – Business and Growth Plan

A formal statement of the management company's business goals,

ResponsiveEd/Blue Learning intends to support the national expansion of its proven academic models through the provision of educational management services, products, and related services to its regional subsidiaries and third-party educational institutions.

The reasons the business goals are attainable,

Established in 1999, ResponsiveEd now operates more than 100 community schools throughout Texas and Arkansas. These schools fall into five unique academic models, which reflect the diverse interests, goals, and learning styles of the students within the communities we serve. Each year, schools operated by ResponsiveEd consistently outperform their counterparts. With over 25 years of experience, and employing more than 350 highly skilled professionals across its educational management services subsidiaries, ResponsiveEd has both the experience and the expertise to replicate its proven academic models within existing and new markets.

The plans for reaching the business goals which contains information on the academic, financial and operational position of the organization over multiple years,

Charters operated by ResponsiveEd/Blue Learning have consistently met or exceeded academic and financial/operational expectations. Individual districtwide state academic report cards and financial audits from previous years of operation are available upon request.

A statement about how many schools the organization plans to open over the next five years.

ResponsiveEd/Blue Learning—headquartered in Lewisville, Texas, just north of the Dallas/Fort Worth Metroplex—currently operates the largest system of open-enrollment charter schools in both the states of Arkansas and Texas. After much thought and consideration, the company has made plans to expand into the state of Ohio and other regions where there is a documented need for ResponsiveEd's proven academic models. Accordingly, ResponsiveEd/Blue Learning plans to open a total of 7-10 schools each of the following five years across Arizona, Arkansas, Ohio, Tennessee, and Texas.

ResponsiveEd/Blue Learning has not yet determined the geographic locations or the school model that it intends to establish in each of the targeted states. As the name implies, the company responds to need. Accordingly, as ResponsiveEd/Blue Learning moves into the planning phase for each year, the leadership will carefully analyze the needs of the states and particular regions to determine where their academic programs can have the greatest impact and will establish the plan accordingly.

Attachment 4F - Additional Contractors

No contractors or potential contractors have been identified that will provide daily support services to the school that are not provided by a management organization or listed in the self-management section of this application.

Attachment 6A – Mission, Vision, & Philosophy

MISSION

The mission of iSchool Virtual Academy is to provide hope for students by helping them take control of their future success through tech-forward programs that promote a free society and cultivate moral and academic excellence.

VISION

iSchool Virtual Academy envisions a future where our students emerge as leaders equipped with the moral integrity, critical thinking skills, and academic excellence necessary to thrive in a free society. Our anticipated operation will be defined by tech-forward, individualized programs that empower students to take control of their educational journey and future success. Over time, we aim to expand our reach and deepen our impact by fostering strong partnerships with parents and the community, ensuring that our students develop into responsible, diligent, and service-oriented adults. Success will be measured by the ability of our graduates to navigate real-world challenges with courage and wisdom, becoming active contributors to the betterment of society

PHILOSOPHY

At iSchool Virtual Academy, we believe that a strong education is a byproduct of the development of a strong moral character. Students at iSchool Virtual Academy are given opportunities to develop the moral character that is necessary to be a thriving, positive participant in the society in which they will live as adults.

In partnership with parents and the community, iSchool Virtual Academy seeks to foster in students virtues, including integrity, courage, responsibility, diligence, service, and respect for the dignity of all persons. Through a student's school experience, the habits and dispositions that are embedded in the student's character become the driving force behind the adult they will be.

All instructional staff and campus leadership are selected as individuals who are educated and like-minded in this educational philosophy. Staff are expected to teach and model good moral behavior for students and for the communities we serve.

A program that builds strong moral character and critical thinking skills must be attached to a curriculum that provides students with knowledge and discernment, opportunities to develop arguments supported by evidence and reasoning, and practice applying these skills to real-world problems.

Lastly, iSchool Virtual Academy students are guided to take ownership of their learning, of their success, and of their future. At iSchool Virtual Academy, we seek to re-engage our students in the wonder of learning and in the responsibility of citizenship.

Attachment 6B - Curriculum Model

Specific Standards for all Core Content

iSchool Virtual Academy (iSchool) will use the Ohio Learning Standards for all core courses as outlined below:

- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)

Specific Standards for all Non-core Content

Fine Arts classes will follow the Ohio Learning Standards appropriate for the grade level and course as outlined below:

- [Visual Arts](#)
- [Music](#)
- [Drama/theater](#)
- [Media Arts](#)

iSchool Virtual will also offer elective courses including:

- [Personal Finance](#) - these standards are also embedded within the Economics course. However, students can opt to take Personal Finance as one of their elective courses.
- [Health](#)
- [Physical Education](#)
- [Computer Science/Technology](#) - we will offer Foundational level computer science courses and will pursue partnerships for inclusion of Advanced level courses as needed.

Information on Social-emotional Learning

Throughout the curriculum, social and emotional learning is included in the form of character development activities and lessons. All [Ohio Learning Standards appropriate to grades 9-12](#) will be covered through a student's four-year high school experience as an integrated piece of the courses they are completing for graduation.

The Four Learning Domains

Foundational Knowledge & Skills: we place a focus on literacy and numeracy as the foundation of all learning. As students apply their skills and knowledge in logic and discourse, their ability to discern and draw conclusions is enhanced through their superior skills in literacy and numeracy.

Well-Rounded Content: All students complete the Ohio requirements for graduation, which provides a well-rounded education with experience and knowledge in multiple disciplines. Through college-credit-bearing opportunities and optional Career & Technology courses, students are able to build credentials that will be applicable to their future.

Leadership & Reasoning: critical thinking is at the core of all learning opportunities, with students taking ownership of their learning and practicing employability skills throughout their high school experience. A student who has completed their high school courses through iSchool become knowledgeable citizens, able to form educated opinions and to express their opinions backed by evidence and reasoning. Their ability to participate in discourse is the result of repetitive use of discourse throughout their high school experience.

Social-Emotional Learning: Character building and social emotional learning is woven into every course a student completes on the road to graduation. This provides opportunities for students to develop, practice, and retain skills that will help them to succeed in their life and be productive members of society after graduation.

Curriculum Model

The Pillars of Excellence

At ResponsiveEd, emphasis is placed on five pillars of excellence. First, Building relationships with all stakeholders. On this pillar rests a responsibility to ensure effective communications, opportunities for stakeholders to lend their voice to new initiatives, partnerships with parents, and community involvement.

Second, iSchool establishes high expectations for students and for educators. On this pillar rests a responsibility to provide relevant professional development for teachers and administrators, frequent monitoring of coursework and performance, and setting the bar high for every student to achieve personal academic and character improvement every step of the way.

The third pillar is creating identifiable goals. Without credible, relevant, specific, and measurable goals, any teaching and learning is directed at less meaningful outcomes. By establishing Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals, then creating processes to evaluate progress toward those goals, all stakeholders are able to have a clear understanding of where they are going, where they have been, and in what areas they should focus.

Fourth is extreme ownership. This pillar requires character development for students as owners of their own successes and failures. Understanding that all successes are gained through failure, and that each success is dependent on the student as an individual, along with support from educational staff that prepare them for the world beyond high school.

Fifth is to celebrate successes. At the core of this pillar is an understanding that every student is a human being who thrives on motivation, perseverance, and praise for successes. This can include praise for learning through failure, as well, since every step toward success is, in itself, a success.

Wrapping the curriculum and methods of instruction around these five pillars, students develop their ability to think critically, discern truth, develop conclusions that are based on evidence, and to articulate their beliefs in a manner that is conducive to discourse that is professional, backed by reasoning, and courteous.

Classically designed

Our virtual, classical education aims to recover lost tools of learning paired with today's technology tools in order to cultivate wise and virtuous men and women who will be responsible citizens of our republic.

Utilizing the tools afforded by technology, the curriculum is engaging and designed to encourage critical thinking skills, develop the art of argumentation, and enhance moral character. A student who has completed their high school experience with iSchool become better prepared for the academic rigors of post-secondary education because of the emphasis on how to learn rather than what to learn.

12 Commitments to Teaching and Learning with the Classical model:

1. Virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
2. Emphasis is placed on minds-on learning and on fostering a spirit of inquiry in students; standardized tests, while important, do not drive curriculum and instruction.
3. The curriculum is knowledge-rich and built with the goal of providing students with a common body of essential knowledge that promotes academic success, citizenship, and the centrality of the Western Tradition.
4. Literacy is taught through explicit phonics and grammar, and rational thought and expression are acquired through logic and rhetoric.
5. Greek and Latin constitute the foundational foreign language instruction for training in grammar, vocabulary, and critical thinking and as a bridge to the study of seminal texts and to other languages.
6. Classic works of history and literature, i.e. Great Books, constitute the texts students read, examine, and discuss with depth and seriousness.

7. Mathematical and scientific knowledge are pursued for their own sakes, not merely for their practical applications; both aim at human excellence.
8. Instruction in the fine and performing arts are essential to the curriculum and include instruction in theory, history, and performance.
9. Students are trained in study skills, planning, and organization, a close reading of the text, and note-taking.
10. Importance is placed on bodily fitness and physical education in concert with fit minds.
11. Co-curricular and extra-curricular academic and athletics activities are offered and encouraged to promote a well-ordered and well-rounded experience for students.
12. The education of children is viewed as a collaborative and essential partnership between parents and professional educators.

iSchool Philosophy

iSchool believes all students can be high achievers. This is founded on the belief that every individual has unique capabilities and potentials, and given the right conditions, support, and guidance, every student can reach their highest level of achievement. This philosophy is essential for creating a positive and empowering learning environment that fosters successful academic, moral, and hopeful futures for all students..

Students' self-belief plays a significant role in their academic performance. A growth mindset approach, which emphasizes effort, persistence, and the idea that intelligence is not fixed, can motivate students to strive for excellence. When students are encouraged to believe in their abilities, they become more confident and willing to take risks in their learning, leading to increased success.

High expectations are crucial in promoting high achievement. Teachers who hold high expectations of their students and provide challenging and engaging learning experiences can inspire students to excel. When students are pushed to their limits, they often surprise themselves with their ability to achieve what they once thought was impossible.

Attachment 6C – Instruction

Explain in detail the primary evidence-based instructional delivery methods, strategies, and/or techniques that will be used to provide daily instruction in the school to support success for all students.

Instruction at iSchool Virtual Academy strengthens student efficacy through asynchronous learning, along with tutoring and small group instruction available on demand and as needed. Our curriculum designers are trained in best practices for online teaching and learning and have developed the courses that teachers use with online student engagement in mind. The LMS provides students with pacing so that they know what to complete each day in order to stay on track. It also allows them to continue working ahead so that their learning is not detoured at any point in the journey.

Providing synchronous tutoring gives students a boost in understanding difficult concepts. Having their teachers, as content specialists, available to them for this purpose is a unique 1:1 opportunity to strengthen skills, develop understanding, and master the content in a way that will provide the highest level of retention.

Assessments (Formative)

Throughout each course, students are provided with multiple opportunities to check for their own understanding in the form of formative assessments. Additionally, some formative assessments are open-ended, requiring teacher input. This allows the teacher and student to adequately measure the student's progress toward content mastery. If a student is not demonstrating mastery, the teacher can provide additional learning opportunities through the LMS, followed by additional formative assessments.

Assessments (Summative)

Summative assessments in the course determine whether a student has mastered the content. Once a student and their teacher have determined the likelihood for mastery demonstration, the student will complete a summative assessment. These assessments are comprehensive for the unit, and consist of multiple methods of assessment. They include open-ended essay-type questions that we find are the most significant way to determine mastery, along with ensuring academic integrity.

Identification of Gaps and Strengths

The students will be tested at beginning of year (BOY), middle of year (MOY), and end of year (EOY) to establish benchmarks and monitor the progress students are making in closing gaps in learning, and acquiring new mastery of content. The results of interim testing will be used to determine growth and proficiency for each student in all core subjects, Any student who is found to be below level or not experiencing growth will be placed into the tiered intervention process. In this way, the summative, interim (MAP) assessments will be utilized frequently to increase the achievement of each student.

Methods of Instruction

Unique Lesson Planning Framework: When instructional staff are designing supplemental course activities or remediation experiences, they keep all learners in mind through the use of the VESTED lesson model framework. VESTED provides educators with an automatic way to remember each of their types of learners. V = View: Students are given ways to activate prior knowledge through videos, images, animation, or even through sound. E = Experience: Students are given opportunities for interactives, virtual manipulatives, or other experiential activities that aid the kinesthetic learner. S = Speak: Students are given experiences that allow them to articulate their beliefs, provide evidence to support those beliefs, and reasoning that provides the logic to their conclusion. This enables auditory learners an opportunity to excel and also provides English Language Learners multiple ways to process their learning while practicing the acquisition of language. E = Extend: students are encouraged to extend their learning through inquiry into deeper concepts, inquiry about applications of concepts or predictions about future possibilities. Lastly, D = Deliver, which is the summative assessment or a student's opportunity to demonstrate their mastery of the content.

Virtual, synchronous tutoring: Each core subject provides two half-hour long open synchronous sessions each week where students may come without scheduling for tutoring. Additionally, each subject provides a link on their landing page where students may sign up for private, synchronous tutorials with qualified instructional staff.

Virtual Labs and manipulatives: Virtual labs and manipulatives are available in the math and science courses, as well as through cloud-based technology provided by the ESP.

Animations and Videos: The incorporation of animations, interactives, and videos are included where more difficult concepts may be demonstrated in a visual way. This enables all learners to experience the learning through multiple methods, thus adapting instruction to the different learning styles.

Attachment 6D – Literacy Skills

Specific Details about how Literacy Skills will be Developed

Literacy is important to all students, but to the online student, literacy is at the core of nearly every learning activity. Because content is delivered asynchronously, the amount of reading and reading comprehension required of an online student is greater than that of a traditional student. We have developed the following plan to ensure the identification and development of the level of literacy of each student, and to provide support as needed.

Quality curriculum

Our curriculum is developed with literacy in mind. Our literacy specialist works through the digital curriculum to provide additional reading and literacy support. We regularly conduct sessions for parents (ParentU) to learn how they can support their child(ren) from home while utilizing the robust framework integrated into the curriculum. All of our literacy lessons are built upon the Science of Reading framework, and all instructional staff are trained in Science of Reading strategies. Many of them are fully trained as specialists, themselves. This dedication to literacy ensures that literacy is integrated into every course across all content areas.

The five components of literacy (Ohio Dept. of Ed.)

Teacher capacity

A part of the onboarding process of any teachers, tutors, or instructional assistants is an overview of Science of Reading concepts. Regular, job embedded, professional development reinforces these concepts throughout the year. Our teachers are expected to continue their learning as they continue working with students and encouraged to eventually become Science of Reading certified. Annual refresher training are a part of the return to school, as well as continued job-embedded follow-up. An emphasis on cross-curricular literacy development is a part of our culture.

Shared leadership

Our unique instructional team model ensures that every student has multiple layers of support. Working together as a team, our instructional staff support students from multiple perspectives and skillsets. Team meetings to most effectively reach and teach each student are a regular part of the work week. Because of this multi-layer system, there is never a student left without support. Gluing the team together is the Learning Mentor, who develops a coaching relationship with the student and acts as a liaison between the parents and the instructional team.

Multi-tiered systems of support

With the instructional team model, students are provided with a high quality curriculum, aligned directly with state standards, and provide rigorous and engaging work maximizing the tools and resources provided by technology. This curriculum is enhanced by our Managing Instructors. Students have Learning Facilitators who provide direct support, including 1:1 tutoring, small group synchronous sessions, and who assigns and grades work. If a student is unsuccessful, the Learning Facilitator provides reteach and retake opportunities.

Should a student continue to be unsuccessful with their coursework, the instructional team, including the Managing Instructor develop a plan for intervention for the student.

Tier 1: intervention involves the Managing Instructor and Learning Facilitator identifying the key content area(s) the student has not mastered and making a plan for a tutoring schedule with the Learning Facilitator. If, after receiving tutorials, the student is able to demonstrate mastery of the content through summative assessment, they will proceed through the course.

Tier 2: Managing Instructor and Learning Facilitator elevate their RTI efforts to include reteach of the concept (designed by the Instructor) and additional, required tutorials for the student. If there is more than one student who is struggling with the same concept(s), small group instruction may be called for. As with Tier 1, if the student demonstrates mastery after intervention, they will continue with the course. If the student has not been successful after intervention attempts, or if the student has failed to attend tutorial sessions, the process moves to Tier 3.

Tier 3: At this point in the RTI process, a determination must be made, wherein the Campus Director will call a meeting of the parents/guardians of the student, the teachers of the student, and the Campus Director to make a determination of whether online delivery is the appropriate method of instruction for the student. Determinations will be made on a case-by-case basis. If it is determined that the student, overall, is being successful in the online setting, a more intense application of previous attempts at intervention will be planned by the instructional team. This may include, but not be limited to, more frequent tutorial sessions, parental assistance with at-home activities to reteach, and reteach through the course LMS. If the student is determined to be struggling in a significant amount of their classes, a recommendation may be made to withdraw the student to a brick and mortar school. It is the intent of iSchool Virtual Academy to always do what is in the best interest of each student under their guidance.

Learning Facilitators will be responsible for monitoring student progress toward growth in accordance with expectations each year. If the student is not performing in a way that will promote adequate growth, the RTI system can be activated, even if the student has been passing their courses. This could be a result of slow pacing, attendance issues leading to lost instructional time, or any other event that affects the students ability to experience satisfactory growth. The Campus Director will monitor data on a campus-wide and teacher by teacher basis to ensure that students are adequately monitored throughout the year.

Parent partnerships

In online learning environments, parents must be partners with the educators in order to facilitate the highest possible achievement. In this effort, parents are provided with access to their student's progress in the LMS, has the resources of the Learning Mentor available to them, and participate in the Tier 3 intervention process. Additionally, in order to equip parents and guardians with as many resources as possible, regular training sessions are made available to parents in topics such as how to monitor their students online, resources and tools for parents, and technology basics (ParentU).

Community collaboration

As a part of the holistic secondary program, partnerships with various businesses and organizations in the community will be facilitated. These partnerships, in tandem with the Career and Technology training and courses provided through the school, can provide real-world experiences in a chosen career field. Partnerships are also sought to provide mentorship and support to students and to the school as a whole.

Dyslexia Support

Identification

All instructional staff are trained in the identification of students with Dyslexia. Tips on how to spot the potential need for diagnostic testing is included in this training. The instructional team model also provides a circle of support that assists in identifying students who may be on the Dyslexia spectrum.

Diagnostics

If a student has not already been diagnosed with dyslexia, but the instructional team believes there is a possibility of needed support, a professional with credentials to identify and screen for Dyslexia will conduct a Dyslexia screener to identify if the student is a candidate for Dyslexia services.

Support

If a student has Dyslexia, they will be provided with dyslexia learning support as indicated by the student's need, identified in tandem with the Dyslexia Diagnostician, parents, and the instructional team. These supports can include, but are not limited to:

- Multi-sensory instruction
- Decoding Skills
- Repetition
- Small group or individualized instruction

Additionally, the digital curriculum has reading supports such as text to speech, translation, highlighting, and vocabulary

Alignment with Ohio Literacy Laws, Rules, and Guidelines

We strongly believe in the value of literacy skills across all content areas and across all grade levels. Our Literacy Skills plan aligns with Ohio's Plan to Raise Literacy Achievement as outlined in the guide for school leaders, grades 6-12.

All of our work in this area aligns with the Science of Reading. Our instructional staff have completed Science of Reading professional development. We have members of our staff who are certified Literacy Specialists. Part of our onboarding process for instructional staff includes Science of Reading professional development, with ongoing, collaborative PLCs to reinforce understanding.

Our course designers are trained in Science of Reading and implement literacy skill development across all content areas. Students have the opportunity to read, write, and analyze text throughout each content area.

Intervention support

Our Literacy Specialist works collaboratively with instructional staff to strengthen these opportunities for practice in literacy. When students are identified as needing additional support, our Literacy Specialist works directly with that student and with their parents and instructors to provide 1:1 support to increase growth in literacy.

Attachment 6E – Future Success

How does the school define future success for students?

Student success at iSchool Virtual Academy (iSchool) is defined by both academic achievement and character development. Academically, success is measured quantitatively by mastery of each subject, the earning of seals, and the completion of community service hours, CPR training, and all state-required tests. The culmination of these measures is the attainment of a high school diploma, as well as acceptance into a post-secondary institution. Ideally, students graduating from iSchool should also have earned college credit in the form of acceptable scores on Advanced Placement tests and/or successful completion of dual credit programs in partnership with area community colleges.

Beyond academics, iSchool believes student success must include the development of moral and ethical values, resilience, self-motivation, a sense of responsibility, accountability, and self-efficacy. Our students are seen as successful when they graduate as informed, capable, and ethical individuals who are prepared to contribute to society and pursue further education and subsequent, successful careers.

How will the school identify and support the student's future success?

Plan for Achieving Student Success

- Personalized Learning Environment
 - Individualized Instruction: iSchool will offer a personalized, mastery-based learning program where students can progress at their own pace. This approach allows each student to receive the attention they need, catering to their unique learning styles and needs.
- Comprehensive Support System
 - Learning Facilitators and Mentors: Students will be supported by dedicated Learning Facilitators and Mentors who will guide them through their educational journey. Learning Facilitators will focus on academic instruction, while Mentors will provide additional support and encouragement, ensuring that students remain engaged and motivated.
- 1:1 Interactions
 - Regular interactions between students and the instructional team will be a cornerstone of our approach, ensuring that students are not just another number but are truly known and supported throughout their education

- Tech-Forward Curriculum
 - Digital Curriculum: Our curriculum will be designed to increase the frequency and quality of interactions between students and educators, utilizing technology to create engaging and effective learning experiences.

- Opportunities for College Credit
 - Advanced Placement courses will be offered as credit for graduation requirements as well as potential earning of college credit
 - Partnerships with area community colleges will provide opportunities for students to simultaneously earn college credit while completing high school graduation requirements.
 - Emphasis on critical thinking and argumentation skills to provide students with the reasoning and discernment necessary for a successful college experience.

- Character Development
 - Ethical and Moral Education: We will integrate character development into our curriculum, emphasizing the importance of ethical behavior, perseverance, and personal responsibility. Students will be encouraged to view their education as a means to contribute positively to society.
 - Growth Mindset: By fostering a growth mindset, we will encourage students to see failures as learning opportunities and to persist in their efforts, building resilience and self-motivation.

- Community and Citizenship
 - Civic Engagement: Students will be encouraged to engage with their communities and understand their role in contributing to a free society. This will be achieved through projects, discussions, and activities that connect their learning to real-world issues and challenges.

- Preparing for the Future
 - Our ultimate goal is to prepare students not just for graduation, but for life beyond high school, where they can apply their knowledge, skills, and values to make a positive difference in the world.

Measurement and Tracking of Student Success

- Academic Tracking
 - Mastery-Based Assessments: Student progress will be tracked through mastery-based assessments, ensuring that students only move forward once they have fully understood and mastered the material. This will be tracked digitally, allowing for real-time updates on student progress.
- Graduation and College-Credit Completion Rates
 - Success will be measured by high graduation rates and the number of students earning college credit through AP and dual credit opportunities.

- Student Engagement and Well-Being
 - Regular Check-Ins: Mentors will conduct regular check-ins with students to monitor their well-being, engagement, and progress. This will allow us to identify and address any issues early on.
- Feedback
 - We will gather student and parent/guardian feedback regularly to ensure that their needs are being met and to make adjustments to the program as necessary.
- Character and Citizenship
 - Behavioral Assessments: Students' development in areas such as resilience, responsibility, and ethical behavior will be assessed through both self-reports and observations by educators and mentors.
- Civic Participation
 - Participation in community service and civic engagement activities will be tracked as a measure of students' commitment to contributing to society.

Reasonableness and Attainability of the Plan

Given iSchool's commitment to individualized education, meaningful interactions, and comprehensive support systems, students are provided extensive support toward success. The use of data-driven assessments and regular monitoring will ensure that students are on track to meet their goals.

At campuses where a college preparatory model is implemented, we have seen student success firsthand. Our methods and approach are tried and true with proven results.

Attachment 6F - School Calendar

Below, is an example of what a school calendar for an iSchool Virtual (College Prep) school would look like.

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER Self-Control						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER Integrity						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER Honor						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER Gratefulness						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

<u>Grading Periods</u>			<u>Reporting Periods</u>			<u>Days</u>		
1st	08/12/24 - 10/11/24		1st	08/12/24 - 09/27/24	33			
2nd	10/14/24 - 01/09/25		2nd	09/30/24 - 11/08/24	28			
3rd	01/10/25 - 03/21/25		3rd	11/11/24 - 01/10/25	29			
4th	03/24/25 - 05/23/25		4th	01/13/25 - 02/21/25	27			
			5th	02/24/25 - 04/11/25	30			
			6th	04/14/25 - 05/23/25	29			
			Total School Days		176			

School Session: 8:15 AM - 4:00 PM	
465 minutes	
Holidays	
Labor Day	September 02, 2024
Student Holiday	September 20, 2024
Columbus Day	October 14, 2024
Student Holiday	November 01, 2024
Thanksgiving Break	November 25-29, 2024
Christmas Break	Dec 23, 2024-Jan 03, 2025
Student Holiday	January 10, 2025
Martin Luther King, Jr. Day	January 20, 2025
Student Holiday	February 14, 2025
Presidents' Day	February 17, 2025
Spring Break	March 10-14, 2025
Good Friday	April 18, 2025
Memorial Day	May 26, 2025
Bad Weather Day/Student Holiday	May 27, 2025
Bad Weather Day/Student Holiday	May 28, 2025
Bad Weather Make-up Days *	
May 27, 2025 (Tuesday)	
May 28, 2025 (Wednesday)	
Professional Development Days	
September 20, 2024	
November 01, 2024	
January 10, 2025	
February 14, 2025	
	*Will be adjusted if Bad Weather Day is used
Tax Free Weekend: August 09-11, 2024	
Staff Work Days	
August 01-02, 2024	
August 05-09, 2024	
*May 27-29, 2025	

<u>State Testing Dates</u>	
STAAR	
Dec 03-13, 2024 (EOC only)	
April 08-17, 2025 - Grades 3-8 Reading, English I, English II	
April 15-25, 2025 - Grades 5 & 8 Science, Grade 8 Social Studies, Biology, US History	
April 22-May 02, 2025 - Grades 3-8 Mathematics, Algebra I	
TELPAS Testing Window	
February 17 - March 28, 2025	

JANUARY Compassion						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY Wisdom						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH Humility						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL Justice						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY Courage						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27*	28*	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Please Note: The 2024-2025 calendar is subject to change.

Attachment 6G – Daily Student Engagement

General attendance requirements:

iSchool Virtual Academy will establish a minimum number of minutes required, in conjunction with adequate progress goals in order for students to be considered present each school day. These minimum minutes will include time expected for students to complete academic work outside of the LMS, which can include use of other internet resources and/or physical activities or labs that are conducted at home. Students are able to enter external time in the SIS, which will be approved through the Learning Facilitator for the course before these minutes are included.

Due to the flexible nature of scheduling in an online environment, attendance reviews will be conducted throughout the week with a final determination on Fridays of completion of the adequate progress measure. All of these reviews will be the responsibility of Learning Mentors and Attendance Specialists..

Weekly Schedule

Students in iSchool will accumulate a minimum of 920 hours of instructional time over the course of the school year pursuant to Ohio Revised Code 3314. The daily recommended schedule for these grades are 6 hours each day (Monday through Thursday) plus a minimum of 1.5 hours on Friday or an aggregate of 25.5 hours per week. School is in session on Fridays, but synchronous sessions are not required. Students are encouraged to spend Fridays on community-based learning activities, physical activities, and/or scheduled tutorials, which can be tracked through the SIS.

Students receive a weekly pacing guide from their Learning Facilitators to help them to plan their week in order to make adequate progress in their courses.

The weekly expectations of students in iSchool take into account the times the students will need to do outside research, perform physical tasks, or read, in addition to the amount of time that should be spent in the LMS.

Following is an example of how a student may utilize their time:

<u>Subject</u>	<u>Comments</u>	<u>Daily time</u>
ELA	See grade level courses below	60 minutes
Math		60 minutes
Science		60 minutes
Social Studies		60 minutes

Fine Arts / Athletics	Students may opt for community-based programs such as community theater, chorus, band, or athletics in addition to their iSchool coursework	60 minutes
Electives	Career and Technology, College Prep, etc.	60 minutes

Full-time students are enrolled in a minimum of 6 courses including electives.

Overall, in an online setting, students are able to spend less time in online coursework due to the lack of distractions that are present in a physical classroom. The amount of time devoted to taking roll, addressing behavioral issues, stating and restating instructions in a traditional classroom is not necessary in the online classroom. Each student is able to learn at their own pace. If they need to revisit material, they can without causing others in the class to have to slow their own progress.

Student Engagement - Intervention

As part of the student engagement plan, iSchool will assign students to one of two intervention programs if they are at risk of failure during the school year. The REACH program is for students who have been enrolled with iSchool for a period of time and have fallen behind. The JUMPSTART program is for students who are new to iSchool.

Implementation of REACH (*Reigniting Educational Aspirations, Creating Hope*):

The committee will consider the following students as eligible for the REACH program:

- 1. Those who withdrew from a ResEd school last year and returned this year, OR
- 2. Began the school year behind in credits or with identified, significant gaps in learning;
OR
- 3. Who have not made adequate progress over the last two weeks

REACH will provide parents, students, and instructional staff with intentional monitoring and intervention support, while also outlining specific and measurable goals to be completed over the next 45 days.

A student who has been put in REACH will be evaluated every two weeks with a final evaluation after 45 days to ensure:

- 1. Attendance has been satisfactory
- 2. Performance has been satisfactory
- 3. Pacing has been satisfactory

4. Student has attended any required MAP or state testing ¹

At the end of 45 days, a student who has completed all of the points above will be released from REACH. Monitoring of these students will continue every two weeks to ensure the positive behaviors are continued. If a student does not continue these behaviors, probation may be reinstated.

If a student has made some progress but has not completed all four points, they may request a 14 day extension in the REACH program to complete requirements. The REACH committee will make a determination on a case-by-case basis.

If, upon review, a student has not made progress, they may be withdrawn from the school.

JUMPSTART

Students who enroll more than six weeks after the beginning of a semester will be placed in a new program called Jumpstart. The Jumpstart program will have the objective of providing additional support to students during the first three weeks in our school to ensure that they are able to get started toward success from day one. If a student is found to have not performed satisfactorily in the Jumpstart program, they may be referred to the REACH committee for inclusion in the new REACH Program.

The parent(s) or legal guardian(s) of any student who is placed in Jumpstart or REACH will be notified of this placement, along with the expectations and support that will be provided. In this way, parents will deepen their role as partners in their child's learning.

¹ Although we cannot require students to attend testing, the structure of the evaluation will be on a points system to encourage students to attend testing in order to more quickly secure enough points to exit the program

Attachment 6H – Capacity to Institute Curriculum

The online environment experiences many of the same challenges the traditional school campus is faced with. Two of the challenges that are heightened in the online environment are student engagement and chronic absenteeism.

Student Engagement

Students who are enrolled in a virtual learning environment may not have the common reminders to attend school and complete work. Some factors that can influence this are:

- Parents who are not at home: When an online student is home alone during the day, they do not have an adult who is waking them up and taking them to school.
- No pressure to perform: Some students are motivated by peer pressure and teacher interaction to show up to class on time and to complete their assignments on time. In an online environment, it can be easy for a student to “check out” of school and become disengaged.
- Medical issues, financial instability, or technical difficulties: when students have a need for flexible schedules due to medical issues, a job, or the availability of a device and reliable internet, they can fall behind.

Plan for addressing

For students who are self-monitoring, it is important for the instructional team to build presence in the online classroom. This is done through frequent interactions, both synchronously and asynchronously. These could be through 1:1 sessions, mentoring sessions, tutoring, small group instruction, class discussions, or extracurricular clubs and activities.

iSchool Virtual Academy (iSchool) offers extracurricular clubs and encourages students to practice for and participate in. These can include competition-based organizations, career-based organizations, and hobby clubs. Students are able to participate with their peers through these activities.

Timeline

Students are introduced to the instructional team and provided with an understanding of all of the supports available to them during orientation week. Mentors have regular communications with students assigned to them. Facilitators hold frequent small group tutoring sessions and make their calendar available for 1:1 tutoring appointments throughout the year.

Measures

Mentors keep a log of communications, concerns, and progress. Facilitators keep track of attendance during small group and individual sessions. Campus leadership monitors all of the

data, including attendance data, to determine whether adequate growth in student engagement measures has been achieved each quarter.

Chronic Absenteeism

Chronic absenteeism became a much larger problem post-pandemic. Nationwide, it is believed there are still approximately 50,000 students who never returned to school after the 2021-22 school year.

In its own schools, iSchool has experienced a need for these “missing” students to have options that allow them to recover gaps in learning and to accelerate to catch up with their cohort. The online environment provides an opportunity for highly individualized instruction and support that meets students where they are and helps them to achieve academic goals that have been tailored for their specific needs and situation.

Additionally, attendance in the online environment provides flexibility for the students and families. Students are able to design their schedule around extracurricular activities, illness, and familial commitments. Students and families do not have to secure transportation to school daily. iSchool provides internet access and devices to students who are in need of financial support, which makes attendance at school less of a burden.

Our attendance policies require regular participation throughout the week, but also places a progress requirement to ensure the participation of the student is of a high standard that supports academic progress and achievement.

Timeline

Students are made aware of the requirements for attendance during orientation. Learning Mentors take attendance daily for the previous day. Attendance guidelines for the state are followed when considering attendance-related withdrawals. If a student falls behind in progress, or is absent for more than three school days, they may be referred to a success program called REACH - this program provides additional support and participation from parents to re-engage the student. Additionally, students who have withdrawn and are returning are placed into REACH for a period of time to ensure they understand the commitment and expectations of attending iSchool.

Measures

Quarterly, campus leadership reviews attendance averages and students in the REACH program to determine if any additional changes are suggested. Annually, a report is compiled showing the trends in attendance and absenteeism. The attendance committee uses this information to make plans for the following school year.

Recruitment and Retention of Qualified Staff

Nationwide, the education industry is experiencing a shortage in qualified teachers. Through our unique instructional team model, we are able to utilize individuals who are not certified to perform some of the instructional tasks, such as tutoring and grading, so that our certified teachers are able to focus their efforts on building meaningful and engaging learning experiences that align with our mission, vision, and philosophy.

iSchool is able to pull from markets across the country to find instructional staff who meet our rigorous qualifications and share our philosophy. Additionally, we have discovered the Facilitator role is a sort of “teacher incubator”, where college graduates get a feel for working with students and begin to work toward becoming certified teachers themselves, thus helping to alleviate the shortage.

Attachment 6I – Recruitment

ResponsiveEd is able to recruit across the country for its eschools, which provides a large pool of individuals from which to select. Additionally, our instructional team model provides multiple tiers of support, including college graduates as well as certified teachers.

Assessing Need:

Before recruiting can begin, it is necessary to determine the number and type of instructional staff that are needed to meet the stated goals and objectives for the year. This will be based upon the ratios outlined in the staffing chart. Next, a job description will be developed and a job requisition created.

Receiving Applications:

After the positions have been approved, they will be posted on job boards and on the school website(s). Additionally, area university pre-service teacher programs, and other teacher organizations will be notified of the open positions in case they have candidates who would qualify.

Screening

The applicants would be screened for adequate qualifications according to the job description. A selection of at least three candidates for each position will be made, based on the degree to which the candidate meets the requirements.

Interviewing

Candidates will be interviewed by Campus Leadership. Additional staff may be included in an interview committee. If more than one person is on the interview committee, or more than one interview per candidate is required, the data from all interviews will be gathered and discussed by the interview committee and rated.

Selection and Hiring:

After the applications and interviews are reviewed, the individual who best fits into the job description and educational philosophy of the school will be forwarded to the Human Resources department. The Human Resources department will create an offer letter and send it to the candidate. Once the candidate has accepted the job offer, the Human Resources department will onboard the candidate, following all state and local regulations regarding the hiring of individuals, and establish logins for accounts required for employees of the organization, such as, but not limited to, payroll and benefit dashboards, retirement accounts, and virtual compliance training.

Attachment 6J – Hiring Process

Please provide a plan for the school to hire faculty and staff with values that align to the school's core principals.

In order to ensure the hiring of highly qualified teachers and staff whose philosophies are aligned with the ResponsiveEd educational philosophies, we will begin by ensuring that the school's mission, vision, and philosophy are clearly defined and communicated to all stakeholders involved in the hiring process. This will guide the recruitment and selection of candidates who share these values.

By carefully aligning our hiring practices with our mission to "Provide Hope for Students Through Educational Options that Promote a Free Society and Cultivate Moral and Academic Excellence," we ensure that our faculty and staff are not only highly qualified but also deeply committed to fostering an environment that supports student growth, freedom, and moral integrity. Through this strategic approach, we can build a dedicated team that embodies our school's values, ultimately empowering students to achieve both academic and personal excellence in a nurturing and principled educational setting.

Develop Comprehensive Job Descriptions

ResponsiveEd will craft job descriptions that not only outline the technical qualifications required but also emphasize the importance of alignment with the school's core values. This includes seeking candidates who have a passion for online education, a commitment to student success, and an understanding of the school's philosophy and mission statement.

Screening and Selection Criteria

- **Qualifications and Experience:** We will ensure that candidates meet federal and state requirements, such as holding relevant degrees and certifications. Preference will be given to those with experience in online education and those who can demonstrate competency in using Learning Management Systems (LMS)
- **Cultural Fit:** During interviews, we will assess candidates' alignment with the school's values. This can be achieved through behavioral interview questions that explore past experiences where candidates demonstrated commitment to educational philosophies similar to those of the school.
- **Value-Based Scenarios:** We will include scenarios in the interview process that require candidates to respond to situations they may encounter in the school environment. Their responses should reflect the school's mission and philosophy.

Training and Development

- Onboarding: Upon hiring, we provide comprehensive onboarding training that includes not only best practices in online teaching but also training that reinforces the school's mission, vision, and core values. This can include topics such as engaging lesson design, differentiated instruction, and the school's specific teaching strategies
- Ongoing Professional Development: We offer ongoing training sessions that are aligned with the school's educational philosophy. This can include sessions on effective communication, student engagement in an online environment, and high-impact tutoring.

Continuous Monitoring

- Campus Leadership regularly monitors and evaluates staff to ensure they continue to align with and promote the school's values.
- Feedback Loops: A system has been established for providing regular feedback to staff, focusing on how well they are embodying and promoting the school's core principles in their daily interactions with students and colleagues.

Retention and Recognition

- Retention Strategies: ResponsiveEd creates a positive work environment that recognizes and rewards staff who consistently demonstrate alignment with the school's mission and values.
- Recognition Programs: We utilize recognition programs that highlight and reward staff contributions to upholding the school's philosophy, such as awards for innovative teaching practices that align with the school's vision.

Attachment 7A – School Model

1) Explanation of Why Ohio Would Benefit from an Additional Internet or Computer-Based School:

Ohio would benefit from an additional internet-based school due to the growing demand for flexible, personalized learning options. Many students in Ohio face challenges in traditional school settings, including those who require individualized attention, accelerated programs, or those needing a non-traditional schedule. An additional online school can provide a tech-forward, mastery-based approach that caters to students who are underserved by current online or brick-and-mortar institutions. This school would particularly benefit students seeking a balance between academic rigor and flexibility, ensuring they can succeed academically while managing other life circumstances.

2) Description of How the School Model is Unique from Other Online Models in Ohio:

This new school model differentiates itself from others by combining individualized mastery-based learning with a curriculum designed to cultivate both moral and academic excellence. Unlike many existing programs, this model focuses heavily on character development alongside academic progress, ensuring students not only achieve high test scores but also develop virtues like integrity, responsibility, and service. The school also integrates technology in a way that personalizes the learning experience, using advanced analytics and adaptive technology to meet each student's unique learning needs.

The instructional team model also differentiates this school from others. With a fully developed team supporting students, there are no weak links and every student has support when they need them.

3) Data Showing the Need for the School's Model:

Ohio has seen an increase in demand for online education, with a growing number of families opting for virtual schooling to accommodate diverse learning needs. However, many existing programs fail to address the holistic development of students, focusing solely on academics without fostering essential life skills. According to surveys from stakeholders, including parents and educators, there is a demand for online programs that not only provide academic success but also promote moral character and responsible citizenship. Additionally, data indicates that a significant portion of Ohio's student population faces language barriers that our school model has successfully addressed.

4) Grade Levels, Ages, and Specific Demographics the School Proposes to Serve:

The proposed school will serve students in grades 9-12, targeting ages 14-18. The school will be open to a diverse demographic, including students from various socio-economic backgrounds, those requiring academic intervention, students with IEPs (Individualized Education Programs), and gifted students seeking more advanced coursework. The program

will cater particularly to students who need more flexibility due to personal or family circumstances, including those who may be balancing athletic commitments or health challenges.

5) Expectations of Students' Academic Performance:

The school has high expectations for student academic performance, aiming for students to meet or exceed Ohio's state standards. Through a mastery-based learning system, students will be expected to demonstrate competency in each subject before moving forward, ensuring deep understanding rather than superficial progress. Performance will be measured using a combination of formative and summative assessments, with the goal of students achieving above-average performance on state standardized tests. The school also aims to prepare students for post-secondary success, with strong outcomes in both college readiness and career preparedness.

Every student in iSchool Virtual Academy graduates with a minimum of one college acceptance letter, and most will graduate with at least one college credit. Studies have shown that students who graduate from high school with college credit are more likely to pursue post-secondary education.

6) Non-Academic Goals and Accountability:

The school's non-academic goals focus on fostering moral character, responsibility, and citizenship. Students will be encouraged to engage in community service and other activities that promote personal growth and a sense of social responsibility. The school will hold itself accountable through regular evaluations and feedback from stakeholders, including parents, students, and community members. Progress towards non-academic goals will be tracked using surveys, behavioral assessments, and participation in service-learning projects, with annual reports provided to stakeholders to ensure transparency and accountability in the school's mission to develop well-rounded individuals.

Attachment 7B - Community Support

When iSchool Virtual Academy is introduced into a new community, the School launches a professional, systematic, research-based, and dynamic public awareness campaign. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the School. The responsibilities for this process are split between the School's central administrative marketing staff and school leadership.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

- a. Brochures
- b. Website
- c. Google Ads
- d. Bing Ads
- e. Facebook Ads
- f. YouTube Ads

In addition, the following websites are examples of websites and videos that have been utilized to in the promotion of ResponsiveEd's other online models:

- a. iSchool Virtual Academy 30 second ad: <https://vimeo.com/858037669>
- b. iSchool Virtual Academy Website: iSchoolVirtual.com
- c. iSchool Virtual Promotional Video: <https://vimeo.com/853822590>

In the months leading up to the first year of operation, iSchool Virtual Academy conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple online "Open House" meetings. The intended—and historically realized—results of such campaigns have been two-fold: (1) community support for the school, and (2) student enrollment.

Attachment 7C – Recruitment & Marketing Plans

Please provide the following:

1. **A discussion of the school's current recruitment and marketing plans**
2. **A discussion of the plans to maintain student enrollment**
3. **Discuss the plan to counter attrition at all grade levels**
4. **A discussion regarding future marketing strategies. (Examples of evidence of Recruitment and Marketing Plans are copies of promotional or recruitment materials including media plans, marketing plans, open house schedules, etc.)**

To attract families and recruit new students, we plan to deploy a marketing strategy that will include a multi-faceted approach:

- **Digital Display Ads:** These will be carefully targeted based on geographic and demographic data to reach potential families. We will utilize advanced analytics to monitor and optimize the performance of these ads in real-time.
- **Digital Videos:** Engaging video content will be deployed on platforms such as YouTube, Facebook, and Instagram to capture the attention of prospective families.
- **Paid Search Ads:** We will employ Search Engine Marketing (SEM) to ensure we appear prominently in search results when families look for educational options. Keywords will be carefully selected based on search trends and competitive analysis.
- **Retention-Focused Communication:** In addition to attracting new students, we will implement ongoing communication strategies to retain current students. This will include personalized emails, newsletters, and SMS campaigns to keep families informed and engaged with school activities and updates. By fostering a strong community connection, we aim to reduce overall attrition rates.
- **Parent-Interest Meetings:** Throughout the year, we will organize regular parent-interest meetings both in-person and virtually. These meetings will serve as an opportunity for parents to learn more about us, ask questions, and feel more connected to our educational community. Feedback from these sessions will be invaluable in fine-tuning our marketing messages and strategies.

The marketing campaigns will all be geo targeted and fenced, with the intention of only attracting students from the regional location of our campuses.

We anticipate a normal attrition rate of between 5% and 10% of the overall student population during a single year. Our targeted marketing efforts are designed not only to replace students who un-enroll but also to continually attract new families who are seeking high-quality educational options for their children. This proactive approach will help us maintain a stable and growing student population.

Central to our strategy is the consideration of the cost per enrollment, which allows us to allocate marketing funds effectively and ensure we are investing the right amount of resources to attract each student. By leveraging data-driven insights, we have established a framework and will develop a custom cost-per-enrollment metric that balances our marketing expenditures

with the projected enrollment numbers, ensuring that each dollar spent contributes directly to student acquisition. This approach not only helps in attracting the desired number of students but also safeguards an adequate profit margin, ensuring the financial sustainability of our charter schools. Our targeted marketing initiatives, including digital campaigns, community outreach, and organic reach are designed to maximize engagement within budget constraints, further supporting our enrollment goals and operational success. With our extensive stores of data, dedicated analytical support, national media partnerships, and extensive strategic tools, we are highly confident that we will be able to satisfy the necessary enrollment goals for each year moving forward.

Attachment 7D – Experience with Student Demographics

Across our campuses we aim to serve a diverse student body.

Our Premier High Schools (PHS) serve an average of 95% of students who are considered At-Risk. Our PHS district serves an average of 60% of students who are Economically Disadvantaged. Additionally, 12% of our students are English Language Learners, and 13% are included in our Special Education program. On average, the Premier High School District is made up of 50% Hispanic, 34% White, 12% African American, 3% Two or More Races, and 1% Asian students.

Our Founders brand of schools, who are members of the Texas College Preparatory Academy (TCPA) district, collectively serve 46% White, 28% Hispanic, 12% Asian, 8% African American, and 3% Two or More Race students. This group of schools serves 26% At-Risk students. 28% of students within the Founders brand are Economically Disadvantaged, 10% are English Language Learners, and 8% are included in Special Education Programming. TCPA as a district is similar and serves 40% White, 31% Hispanic, 15% African American, 8% Asian, and 5% Two or More Race students. This district serves 30% At-Risk students, 36% Economically disadvantaged, 11% English Language Learners, and 7% Special Education. These groupings reflect the diverse student population of Ohio's public education student make-up. In 2023 across the state 52% of students were Economically Disadvantaged, 16% were students with disabilities, 4% were English Learners, 66% White, 17% African American, 8% Hispanic, 3% Asia, and 1% Two or More Races.

Data regarding student demographics is reported from the Texas Education Agency October Snapshot Data published in the Texas Annual Performance Report. Ohio student data was gathered from the Ohio Department of Education and Workforce 2023 Fall Enrollment Headcount

Attachment 8A - Operational Budget

The operational budget is below; however, we also uploaded an Excel spreadsheet which contains even more data for your review.

Community School Budget

**iSchool Virtual Academy (College Prep)
Budget for Fiscal Year 2025-2026**

IRN No.

County:

Function	Instruction 1000	Support Services 2100-2200	Administrative Services 2300 -2400	Fiscal/Business Services 2500-2600	Operations & Maintenance 2700	Pupil Transportation 2800	Support/Food Services 2900-3100	Extracurricular Activities 4000	Facilities/ Construction Services 5000	All Other Expense 6000-7000	Total
Object	A	B	C	D	E	F	G	H	I	J	K
Salaries 100	\$ -	\$ -	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 120,000
Retirement Fringe Benefits 200	\$ -	\$ -	\$ 23,029	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,029
Purchased Services 400	\$ 1,279,250	\$ 6,580	\$ 11,739	\$ 68,501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,366,070
Supplies 500	\$ 5,832	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,832
Capital Outlay 600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other 800	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,750	\$ 12,750
Total	\$ 1,285,082	\$ 8,580	\$ 154,768	\$ 68,501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,750	\$ 1,527,681

Budget Per Pupil

Estimated Student Enrollment	215	\$5,977	\$40	\$720	\$319	\$0	\$0	\$0	\$0	\$0	\$50	\$7,105
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Assumption for the Fiscal Year 2025-2026

Expected Enrollment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Students				6	11	15	22	27	28	22	24	27	33

Expected Instructors

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff				0	0	0	0	0	0	0	0	0	0

Expected Administrative Staff

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff				0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

All Other Expected Staff

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff				0	0	0	0	0	0	0	0	0	0

Expected Purchased Services

Rent	\$ -
Utilities	\$ -
Other Facility Costs	\$ -
Insurance	\$ -
Management Fee	\$ 1,306,340
Sponsor Fee	\$ 45,150
Audit Fees	\$ 3,000
Contingency	\$ -
Transportation	\$ -
Food Service	\$ -
Legal	\$ 5,000
Marketing	\$ -
Consulting	\$ -
Salaries and Wages	\$ -
Employee Benefits	\$ -
Special Education Services	\$ 6,580
Technology Services	\$ -
Food Services	\$ -
Other	\$ -
Total	\$ 1,366,070

Fiscal Year 20XX-20XX Projected Debt

Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	-
Loan A	\$ -	\$ -	\$ -	\$ -	-
Loan B	\$ -	\$ -	\$ -	\$ -	-
Line of Credit	\$ -	\$ -	\$ -	\$ -	-
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	-
Capital Leases	\$ -	\$ -	\$ -	\$ -	-
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	-
Total	\$ -	\$ -	\$ -	\$ -	-

Narrative Summary

Name of sponsor: St. Aloysius
 Name of management company: Blue Learning
 Name of treasurer: TBD

Attachment 8B - Five-Year Forecast

The five-year forecast is below; however, we also uploaded an Excel spreadsheet which contains even more data for your review.

FYXX - Month Year submission

IRN No.:

Type of School: Virtual

Contract Term:

County:

School Name: iSchool Virtual Academy (College Prep)
 Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
 For the Fiscal Years Ended 2023 through 2025, Actual and
 the Fiscal Years Ending 2026 through 2030, Forecasted

	Actual			Forecasted				
	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Fiscal Year 2029	Fiscal Year 2030
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ -	\$ -	\$ -	\$ 1,505,000	\$ 2,034,900	\$ 2,585,394	\$ 3,157,094	\$ 3,788,513
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	-	-	-	-	-	-	-	-
Total Operating Receipts	\$ -	\$ -	\$ -	\$ 1,505,000	\$ 2,034,900	\$ 2,585,394	\$ 3,157,094	\$ 3,788,513
Operating Disbursements								
100 Salaries and Wages	\$ -	\$ -	\$ -	\$ 120,000	\$ 173,400	\$ 228,888	\$ 286,526	\$ 292,257
200 Employee Retirement and Insurance Benefits	-	-	-	23,029	33,277	43,926	54,988	56,087
400 Purchased Services	-	-	-	1,366,070	1,846,118	2,344,822	2,862,737	3,434,744
500 Supplies and Materials	-	-	-	5,832	7,885	10,018	12,233	14,680
600 Capital Outlay -New	-	-	-	-	-	-	-	-
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-
800 Other	-	-	-	12,750	16,450	20,170	23,912	27,928
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ -	\$ -	\$ -	\$ 1,527,681	\$ 2,077,130	\$ 2,647,824	\$ 3,240,396	\$ 3,825,696
Excess of Operating Receipts Over (Under)								
Operating Disbursements	\$ -	\$ -	\$ -	\$ (22,681)	\$ (42,230)	\$ (62,430)	\$ (83,302)	\$ (37,184)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ -	\$ -	\$ -	\$ 65,313	\$ 111,342	\$ 141,462	\$ 172,744	\$ 207,292
State Grants (3200, except 3211)	-	-	-	-	-	-	-	-
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-	-	-
Interest Income (1400)	-	-	-	-	1,705	4,538	7,881	11,774
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-	-
Transfers - In	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ -	\$ -	\$ -	\$ 65,313	\$ 113,047	\$ 146,000	\$ 180,624	\$ 219,066
Excess of Operating and Nonoperating Receipts								
Over/(Under) Operating and Nonoperating								
Disbursements	\$ -	\$ -	\$ -	\$ 42,632	\$ 70,817	\$ 83,571	\$ 97,323	\$ 181,882
Fund Cash Balance Beginning of Fiscal Year	\$ -	\$ -	\$ -	\$ -	\$ 42,632	\$ 113,449	\$ 197,020	\$ 294,342
Fund Cash Balance End of Fiscal Year	\$ -	\$ -	\$ -	\$ 42,632	\$ 113,449	\$ 197,020	\$ 294,342	\$ 476,225

FYXX - Month Year submission
 IRN No.:
 Type of School: Virtual
 Contract Term:

County:

School Name: iSchool Virtual Academy (College Prep)
 Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
 For the Fiscal Years Ended 2023 through 2025, Actual and
 the Fiscal Years Ending 2026 through 2030, Forecasted

Assumptions Narrative Summary

- Startup costs funded via a donation
- Outsourced virtual for college prep grades 3-12

- 215 initial students grows to 500 by year 5
- State revenue per student of \$7,000 grows 2% annually
- Education partner funding at 85% of state revenue
- Sponsor funding at 3% of state revenue
- CMO fee 8.5% of state revenue net of education/sponsor
- Admin fee 6.5% of state revenue net of education/sponsor

- 2 initial employees including Director and Admin

- 3 additional employees hired over time
- Misc additional incidental expenses

Fiscal Year 20XX-20XX Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A	\$ -	\$ -	\$ -	\$ -	
Loan B	\$ -	\$ -	\$ -	\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	
Capital Leases	\$ -	\$ -	\$ -	\$ -	
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	

September 6, 2024

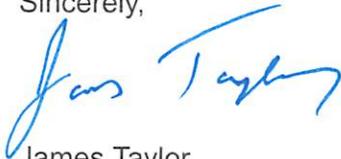
To Whom It May Concern including Auditor of State:

Responsive Education Solutions is the parent organization for the proposed new charter schools located in the state of Ohio. Responsive Education Solutions is also the parent organization for charter schools in other states including Texas and Arkansas. We have sufficient liquidity and financial stability, including cash on the balance sheet of approximately \$12 million, to guarantee and commit to the following:

1. Providing reasonable contributions and in-kind services necessary to enable the startup of the Ohio charter schools
2. Ensuring working capital and liquidity to fund the initial operations of the Ohio schools in the form of interest-free loans until the first foundation payment is received or the schools generate sufficient cash to comfortably repay the loans, whichever is later
3. Paying the costs of any closing audits up to the amount of \$50,000

In summary, Responsive Education Solutions is providing this guarantee to enable the establishment of charter schools in the state of Ohio in order to further our organizational mission of providing hope for our students through educational options that promote a free society and cultivate moral and academic excellence.

Sincerely,



James Taylor
Chief Financial Officer
Responsive Education Solutions

Attachment 8D - Initial Funding

It is understood that in Ohio, new community schools do not receive foundation funding payments from the state until October. Responsive Education Solutions will provide sufficient working capital and liquidity in the form of interest-free loans to fund Ohio operations until the schools generate sufficient cash to comfortably repay the loans per the following written guarantee.

September 6, 2024

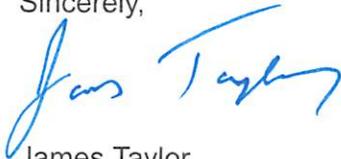
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Sincerely,



James Taylor
Chief Financial Officer
Responsive Education Solutions

Attachment 8E - Financial Stability

Responsive Education Solutions has a 25-year history of successful operations. We have grown to over 100 campuses and over 20,000 students. We have a proven track record of financial success culminating with a cash amount on our balance sheet in excess of \$100 million.

On a short-term basis we remain focused on understanding and responding to a changing environment. We publish financial results by campus on a monthly basis and evaluate the corresponding surpluses or deficits. These results are discussed in Executive and Brand Superintendent meetings to ensure all are informed and working together to achieve financial objectives. In addition, we have a forecasting process in place and can understand the impact of an evolving landscape including fluctuations in student enrollment. We have historically made tough decisions when necessary to pull back on expenses while balancing the educational needs of our students. Those decisions are implemented with updated campus budgets to ensure our leaders understand and utilize resources appropriately to maintain financial stability. Payroll is consistently one of the biggest budget levers to evaluate as it represents a majority of expenses. Other categories of expenses can be modified as well to balance fiscal responsibility. Finally, as a backstop, our national organization can step in to provide short-term liquidity when prudent.

On a longer-term basis we take a strategic view of our financial outlook. We have the organizational depth and breadth to navigate an evolving landscape to efficiently and effectively operate our schools. Our planning process enables us to look out over five years to sensitize the financial and cash impact of major environment changes including fluctuating student enrollment. During the annual budgeting process, we consider history using a data-driven method and take a conservative and detailed approach to allocating resources. This process is done utilizing operational metrics, including but not limited to payroll percentage of revenue and students served per full-time equivalent employee, using similar campuses as benchmarks and examples of best practices. Budget refinements ensure we achieve financial results that enable us to achieve our objectives and maintain a healthy financial position.

It is understood that in Ohio, no community school may open unless a bond has been posted or a written guarantee has been provided to the auditor of state to pay the costs of any closing audits up to the amount of \$50,000. The following document is the corresponding signed written guarantee from Responsive Education Solutions.

September 6, 2024

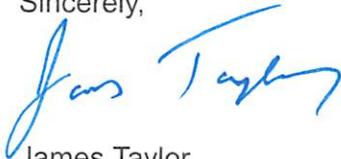
To Whom It May Concern including Auditor of State:

Responsive Education Solutions is the parent organization for the proposed new charter schools located in the state of Ohio. Responsive Education Solutions is also the parent organization for charter schools in other states including Texas and Arkansas. We have sufficient liquidity and financial stability, including cash on the balance sheet of approximately \$12 million, to guarantee and commit to the following:

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In summary, Responsive Education Solutions is providing this guarantee to enable the establishment of charter schools in the state of Ohio in order to further our organizational mission of providing hope for our students through educational options that promote a free society and cultivate moral and academic excellence.

Sincerely,



James Taylor
Chief Financial Officer
Responsive Education Solutions

Attachment 9A – Description of Experience

ResponsiveEd began in 1999 when it was created as a non-profit organization and was granted charters to open 15 dropout recovery and prevention schools under the Premier High School model. These schools were located across the state of Texas, and educated over 700 students, 65 of which graduated that first year.

Today, ResponsiveEd has over 25,000 students in over 100 campuses across Texas and Arkansas. These schools include the original Premier model, but also Classical academies, STEM schools, early college high schools, autism schools, and several virtual school options.

Through 25 years of service, we have developed best-in-class models and practices that enable us to open and operate high-quality schools efficiently and effectively.

Attachment 9C – Operator Assessment

ResponsiveEd has thoroughly assessed the performance of its affiliated internet and computer-based schools using the NSQ Standards for Quality Online Programs which demonstrates a commitment to continuous improvement and accountability. The evaluation process incorporates feedback from stakeholders, including students, parents, and staff, alongside achievement data and course design assessments.

The results indicate that the schools are consistently meeting or exceeding operating standards across critical areas. Notably:

- **Governance** (96%): Governance members are knowledgeable about K-12 online learning, ensuring the schools are well-resourced and policies are aligned with mission goals and state regulations.
- **Financial and Material Resources** (100%): Resources are allocated efficiently, ensuring sustainability and compliance with local, state, and federal regulations, which supports long-term viability.
- **Equity and Access** (100%): All students are ensured equitable access to the program, with accommodations provided in compliance with policies and laws, ensuring personalized support for diverse learning needs.
- **Curriculum and Course Design** (94%): Courses align with learning standards, incorporating research-based design principles like Universal Design for Learning (UDL) and providing diverse learning opportunities, including both synchronous and asynchronous learning.
- **Instruction** (92%): Instruction is guided by evidence-based practices, and teachers continuously assess and adjust their pedagogy using learning analytics to meet students' needs.

However, **Program Evaluation** fell below the desired 90% standard (88%). This is because there has previously been no evaluation completed by an external source. However, early in 2024, ResponsiveEd began the process of pursuing accreditation of its online schools with Cognia, which will involve regular external evaluations, aiming to enhance program quality and ensure continuous improvement.

At this time, the Cognia evaluation has placed ResponsiveEd at candidacy status, having satisfactorily completed the preliminary review of processes, similar to the internal evaluation against the NSQ Standards for Quality Online Programs.

Attachment 9D – Operator Terminations

In our years of operating internet-based schools, we have not ever terminated any agreements with schools. We have had school closures, but not as a termination of an agreement.

a) Circumstances that would lead to the decision to terminate an agreement.

Only under very specific circumstances would ResponsiveEd consider termination of an agreement. These circumstances would be surrounding school performance or operations which do not meet or exceed our rigorous expectations for quality online programs. This could include, but is not limited to:

- Persistent failure to meet academic performance benchmarks
- Significant breaches of compliance with state or federal regulations that directly impact student safety, data privacy, or funding
- Financial mismanagement or unsustainable operations that threaten the viability of the school
- Persistent failure to adhere to the mission, vision, and values of ResponsiveEd, particularly in areas related to student support, integrity, and ethical operations

b) Specific actions and timeline for the actions

If circumstances arise that would suggest termination of an agreement, ResponsiveEd would follow a structured and transparent process to address the issues before resorting to termination:

1. Initial review and warning (1-3 months)
 - Upon identifying potential issues, a thorough review of the school's performance or operations would be conducted
 - School leadership would be formally notified of the concerns and given a chance to respond. A corrective action plan (CAP) would be developed, outlining specific improvements needed within a defined timeframe
2. Monitoring and support (3-6 months)
 - During the CAP period, ResponsiveEd would provide support and resources to assist the school in addressing the identified issues
 - Regular check-ins and progress reports would be required to ensure that the school is taking appropriate actions to resolve the problem(s)
3. Evaluation of progress (6-9 months)
 - After the CAP period, ResponsiveEd would evaluate the progress made by the school

- If substantial improvements have been made, the school would be allowed to continue under close monitoring
- If minimal or no improvements are observed, ResponsiveEd may opt to issue a formal notice of potential termination. It should be noted that this option would be utilized only after significant attempts have been made to support improvement

4. Termination process (9-12 months)

- If all attempts to rectify the situation have failed, ResponsiveEd would initiate the termination process
- A formal notice of termination would be issued to the school's leadership, providing a final timeline for the cessation of the agreement, typically within 60-90 days
- ResponsiveEd would work with the school to ensure a smooth transition for students, staff and stakeholders, including the transfer of student records and any other legal obligations.

Transparency in this process would be key to providing support and reducing the impact on students, parents, and other stakeholders.

Attachment 9E – Operator Academic Performance

ResponsiveEd operates both in-person and virtual charter schools in Texas and Arkansas. Their first charter school opened in 1999. iSchool Virtual Academy Texas currently serves approximately 3000 students in grades 4-12. iSVA Arkansas commenced in the 2022-23 school year and serves approximately 300 students. iSVA has established processes and practices that have resulted in superior performance when compared to statewide averages.

The following data related to iSVA Texas is from the Texas Performance Reporting System (TPRS) managed by the Texas Education Agency.

iSchool Virtual Academy

English I End of Course Exams	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	65	72	87	92
Masters Grade Level	11	13	21	30

English II End of Course Exams	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	55	54	81	87
Masters Grade Level	9	9	15	22

Algebra I End of Course Exams	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	43	43	47	50
Masters Grade Level	27	23	29	24

Biology End of Course Exams	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	55	56	76	75

Masters Grade Level	21	21	27	29
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US History End of Course Exams	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	68	70	86	86
Masters Grade Level	42	38	57	51

SAT/ACT Results	State Average		iSchool Virtual Academy	
	2022	2023	2022	2023
Meets Grade Level or Above	64	61	73	73
Masters Grade Level	13	12	9	14

ResponsiveEd maintains an expectation of high quality in its staff and instructional methods, which results in the high achievement of students in our schools, whether in-person or online.

Premier High School Online in Arkansas began in the 2022-23 school year. With low enrollment and a requirement for testing to be in person, the number of students in PHSO who attended testing was low and does not constitute a representative sample. During the 2023-24 school year, PHSO had more than 95% of students attend the test sessions they were required to take. However, the data for the 2023-24 school year has not yet been released by the State of Arkansas Department of Education. Because of this, we have accumulated achievement data outside of the state standardized tests. The data we have available to us at this time are enrollment, completion rates, graduation rates, and interim assessment growth. State assessment data will be released later this fall.

Premier High School Online Arkansas

Measure	Projected	2023-24 School Year
Average Enrolled Students	250	249
Completions (5 full credits per student required for full-time status)	1,494	1,703 (6.83 per student)
Graduates	70	90
Interim Assessment Growth	Fall (percentile)	Winter (percentile)

Math 9th Grade 10th Grade 12th Grade	51st 28th 5th	67th 31st 25th
Reading 9th Grade 10th Grade 12th Grade	45th 60th 16th	56th 53rd 43rd

Operator Self-Evaluation

Please provide a narrative that explains how the school will meet requirements included in the Standards for Quality Online Programs.

As part of its ongoing commitment to high quality learning experiences for all students, ResponsiveEd conducts regular evaluations of its online programs. These evaluations take into account survey data from stakeholders, such as parents, students, and instructional staff, as well as achievement data and course design evaluations.

The curriculum team includes individuals who have completed training with Quality Matters to understand how to apply the rubrics for Quality Online Teaching and Quality Online Courses, and the Director of Virtual Learning is a member of the national team currently working on revising the Standards for Quality Online Programs, so is very familiar with the standards as well as the importance of meeting them.

Following is a self-assessment of the ResponsiveEd eSchool programs in Arkansas, Texas, and Ohio.

Standard A: Mission Statement 23/25 (92%)

Standard	Measure	Score 1-5
A1	The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves.	5
A2	The mission statement indicates that learning is the focus of the program or organization.	4
A3	The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders.	5
A4	The mission statement is made available to the public.	5
A5	The mission statement is reviewed periodically by program leadership.	4

Standard B: Governance 24.25 (96%)

Standard	Measure	Score 1-5
B1	Governance members are knowledgeable about K-12 online learning.	4
B2	Governance members ensure the program or organization is	5

	adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization.	
B3	Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines.	5
B4	Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5
B5	The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations.	5

Standard C: Leadership 23/25 (92%)

Standard	Measure	Score 1-5
C1	The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders.	5
C2	The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections.	5
C3	The leadership team provides a productive collaborative environment for learning and work.	5
C4	The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information.	4
C5	The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly.	4

Standard D: Planning 18/20 (90%)

Standard	Measure	Score 1-5
D1	A strategic plan is developed and updated regularly to address long-term actions.	4
D2	The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including	4

	curriculum, technology, academic support, professional development, and fiscal viability.	
D3	Organizational goals are aligned to the approved strategic plan and updated annually.	5
D4	Organizational goals are shared and supported throughout the organization.	5

Standard E: Organizational Staff 24/25 (96%)

Standard	Measure	Score 1-5
E1	Sufficient qualified professional, administrative, and support staff are provided to achieve the organization's mission and annual goals.	5
E2	Sufficient organizational staff are provided to oversee the instructional learning environment.	5
E3	Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.	5
E4	Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education.	4
E5	Evaluations of staff and faculty occur on a regularly scheduled basis.	5

Standard F: Financial and Material Resources 10/10 (100%)

Standard	Measure	Score 1-5
F1	Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles.	5
F2	Resources are adequate and allocated to help ensure sustainability over time, according to the organization's strategic plan, mission, and vision.	5

Standard G: Equity and Access 15/15 (100%)

Standard	Measure	Score 1-5
G1	Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders.	5
G2	Program faculty and staff work with students and families to	5

	personalize programs and adhere to accommodations as dictated by local policies and laws.	
G3	All learners are ensured equitable access to the program.	5

Standard H: Integrity and Accountability 9/10 (90%)

Standard	Measure	Score 1-5
H1	Accurate information is disclosed to prospective and current stakeholders.	4
H2	The program meets or exceeds industry standards related to course rigor and diploma-completion requirements.	5

Standard I: Curriculum and Course Design 47/50 (94%)

Standard	Measure	Score 1-5
I1	The program has clearly stated educational goals.	5
I2	The program clearly organizes course offerings in a way that stakeholders can easily navigate.	5
I3	Courses included in the program integrate quality instructional materials to enable and enrich student learning.	5
I4	Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience.	5
I5	Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.	5
I6	Courses included in the program provide opportunities for interaction that support active learning.	4
I7	Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.	4
I8	Courses offered through the program meet content copyright law and fair use guidelines.	5
I9	Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.	5

I10	Courses offered through the program include opportunities for both asynchronous and synchronous learning.	4
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Standard J: Instruction 23/25 (92%)

Standard	Measure	Score 1-5
J1	The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values.	5
J2	Instruction is guided by evidence-based practices.	5
J3	Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices.	4
J4	Instruction is inherently inclusive for all learners.	5
J5	The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability.	4

Standard K: Assessment and Learner Performance 18/20 (90%)

Standard	Measure	Score 1-5
K1	The program uses multiple methods to assess the degree to which stated learning goals are met.	4
K2	Formative assessments are included that provide data for targeted remediation or intervention when needed.	5
K3	Assessments are aligned to learning objectives.	4
K4	The program provides standards for timely, effective feedback as an integral role of assessment.	5

Standard L: Faculty and Staff Support 23/25 (92%)

Standard	Measure	Score 1-5
L1	The program provides and encourages participation in induction and mentoring programs.	3
L2	Teachers are provided regular feedback regarding their performance	5

	and student achievement/progress.	
L3	The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching.	5
L4	The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learning.	5
L5	The program provides teachers and staff with timely and effective technical support.	5

Standard M: Learner and Parent/Guardian Support 33/35 (94%)

Standard	Measure	Score 1-5
M1	Learners are provided with an orientation to online learning technologies and successful online learning practices.	5
M2	The program provides academic services and academic advising to address learners' academic and developmental needs.	5
M3	The program provides accessibility support services that comply with special education policies and procedures.	5
M4	The program provides access to the learning management system(s), as well as all appropriate learning and assessment content.	5
M5	The program establishes standards for teacher communications with learners and parents/guardians.	4
M6	The program establishes standards for timely, effective technical support for learners.	5
M7	The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met.	4

Standard N: Program Evaluation 44/50 (88%)

Standard	Measure	Score 1-5
N1	Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics.	5

N2	Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making.	5
N3	Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques.	5
N4	Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program's impact on student outcomes.	5
N5	Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures.	5
N6	A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes.	5
N7	Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results.	3
N8	Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards the program's goals, mission, and strategic plan.	3
N9	Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan.	3
N10	Evaluation results are communicated to program stakeholders.	5

Overall Score: 336/360 or 92.8%

Standard N: Program Evaluation falls below 90%, which is below our standard. However, we have already taken steps to improve our score in this area. We have completed the first step in the process of being evaluated by Cognia for accreditation and have been accepted as a Candidate for Accreditation with NCA CASI, NWAC and SACS CASI. Cognia is an internationally recognized accreditation reviewer, and our partnership with them will provide regular external audits of our performance, which will raise our score on Standard N.

**PRELIMINARY
AGREEMENT WITH
SPONSOR**



St. Aloysius Community School Preliminary Agreement

This agreement is entered into by and between St. Aloysius (SPONSOR) and iSchool Virtual Academy (APPLICANT) whose address 100 East Broad Street, Suite 1700, Columbus, OH 43215

Article I, Purpose

This agreement is established pursuant to section 3314.02 of the Ohio Revised Code and indicates the intention of the SPONSOR to sponsor a new start-up community school during the 2025-2026 school year serving students statewide with base operations in the .. Upon the signatures of all parties set forth below, the APPLICANT may proceed to finalize plans for the school, establish a governing authority as described in division (E) of section 3314.03 of the Revised Code for the school, and negotiate a contract with the SPONSOR.

Article II, Responsibilities of the SPONSOR

The SPONSOR hereby indicates its intention to sponsor a new start-up community school to be known as iSchool Virtual Academy serving students statewide with base operations located in the Columbus City School District pursuant to and consistent with the information provided by the APPLICANT.

The SPONSOR hereby agrees to enter into good faith negotiations with the APPLICANT to establish a contract between the SPONSOR and the GOVERNING AUTHORITY, whereby the SPONSOR contracts to sponsor the new start-up community school in accordance with section 3314.03 of the Revised Code, to be located in the Columbus City School District. Good faith negotiations shall take place on the condition that the APPLICANT adheres to this preliminary agreement and complies with the provisions of Chapter 3314. of the Ohio Revised Code.

Article III, Responsibilities of the GOVERNING AUTHORITY

The APPLICANT hereby agrees to finalize plans for the community school that include but are not limited to, the following: Establish the community school as a non-profit organization or public benefit corporation under Chapter 1702 of the Ohio Revised Code and enter into contract negotiations with the SPONSOR. The APPLICANT shall comply with all provisions of Chapter 3314. of the Ohio Revised Code in carrying out this agreement.

In carrying out this agreement, the APPLICANT shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex age or disability.

Article IV, Time for Performance

This agreement shall be binding upon both parties and shall remain in effect until the 30th day of May, 2025, subject to termination as described herein. If the agreement has expired and the parties have failed to negotiate a contract for the sponsorship of the proposed community school, a successor agreement may be entered into at the discretion of both parties. Upon the expiration of this agreement, there is no obligation for either party to enter into a successor agreement.

Article V, Governing Law

The preliminary agreement shall be governed and interpreted according to the laws of the State of Ohio.

Article VI, Assignment

Neither this preliminary agreement, nor any rights, duties or obligations described herein, shall be assigned by any party without prior written consent of the SPONSOR and the APPLICANT.

Article VII, Changes or Modification

The preliminary agreement constitutes the entire agreement among the parties and any changes or modifications of this preliminary agreement shall be made and agreed to in writing.

Article VIII, Cancellation of Agreement

The SPONSOR reserves the right to cancel this preliminary agreement upon written notice to the APPLICANT.

The APPLICANT reserves the right to cancel this preliminary agreement upon written notice to the SPONSOR.

Article IX, Disclaimer

This preliminary agreement shall not be construed as the SPONSOR’S present agreement to sponsor the new start-up community school as proposed by the APPLICANT named herein, nor does the preliminary agreement obligate the SPONSOR to enter into a contract with the GOVERNING AUTHORITY to sponsor a new start-up community school.

APPLICANT

iSchool Virtual Academy

By: Colleen Randazzo
Colleen Randazzo (Dec 18, 2024 13:06 CST)
Colleen Randazzo, Chair

SPONSOR

St. Aloysius

By: John Banchy
Signed by: D068D4AADC4443B...

Date: 1/8/2025

PROPOSED SCHOOL INFORMATION

PROPOSED SCHOOL INFORMATION

1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:

• reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school

Ohio would benefit from an additional internet-based school due to the growing demand for flexible, personalized learning options. Many students in Ohio face challenges in traditional school settings, including those who require individualized attention, accelerated programs, or those needing a non-traditional schedule. An additional online school can provide a tech-forward, mastery-based approach that caters to students who are underserved by current online or brick-and-mortar institutions. This school would particularly benefit students seeking a balance between academic rigor and flexibility, ensuring they can succeed academically while managing other life circumstances.

This new school model differentiates itself from others by combining individualized mastery-based learning with a curriculum designed to cultivate both moral and academic excellence. Unlike many existing programs, this model focuses heavily on character development alongside academic progress, ensuring students not only achieve high test scores but also develop virtues like integrity, responsibility, and service. The school also integrates technology in a way that personalizes the learning experience, using advanced analytics and adaptive technology to meet each student's unique learning needs. The instructional team model also differentiates this school from others. With a fully developed team supporting students, there are no weak links and every student has support when they need them.

Ohio has seen an increase in demand for online education, with a growing number of families opting for virtual schooling to accommodate diverse learning needs. However, many existing programs fail to address the holistic development of students, focusing solely on academics without fostering essential life skills. According to surveys from stakeholders, including parents and educators, there is a demand for online programs that not only provide academic success but also promote moral character and responsible citizenship. Additionally, data indicates that a significant portion of Ohio's student population faces language barriers that our school model has successfully addressed.

The iSchool Virtual Academy (iSVA) experience for college preparatory students is unique and traditional at the same time. Students in our schools experience the same rigor and relevance expected in traditional schools, yet utilize modern, tech-forward opportunities to strengthen and deepen their knowledge acquisition and retention. Some of the ways our programs are unique and different are outlined below.

Cultivate Moral Excellence

Character education is woven throughout the curriculum in all ResponsiveEd schools. We believe that building character is essential to becoming lifelong learners, productive members of society, and in helping to be a change agent to better the future lives of others. Our Student Success Manager has developed specific character education lessons and timelines to assure that throughout every grade level, students are learning about and evaluating their own character and their potential impact on future society.

Cultivate Academic Excellence

Students in iSVA learn with a mastery-focused approach. We do not believe that school should include penalties for the learning process. If we were to include grades for formative assessments, we would be sending a message that it is not okay to fail, or that students should already know the content. Our digital curriculum provides students with multiple opportunities for learning the content, clear objectives, and is supported by the instructional team. When a student believes they have mastered the content, they are able to demonstrate their mastery. If they succeed in demonstrating mastery, they move on to the next unit. If they do not demonstrate mastery, the student and content Learning Facilitator determines what content the student needs to focus on in order to be successful.

The Role of the Instructional Team

Our online programs utilize a unique instructional team approach. Our teachers of record are certified educators who focus on the lessons that will be delivered to students through the learning management system (LMS). They review the digital content against state standards to be sure that everything required is covered. If they find gaps in coverage, they develop lessons in the LMS to ensure that students receive all of the content the state requires. Once all of the standards are covered, they begin to utilize their experience with online learning to develop engagement activities that foster inquiry and cement learning. Our Teachers also serve as response to intervention (RTI) specialists and guide the instructional team through plans to best support each individual student.

The Learning Facilitator, at minimum, holds a bachelor's degree in the content area they serve. These individuals are trained in highly effective tutoring techniques. Students are able to request tutoring when they need it to clarify and understand difficult concepts. Our Learning Facilitators also orchestrate "Flex Friday", which provides an opportunity for students to spend Fridays developing and pursuing their own interests with an independent project they will work on throughout the school year. Independent projects are designed to utilize all of the information and strategies a student learns throughout the year to produce a final product according to their interests.

- **community and student population (demographics, ages, and grade levels) the school proposes to serve**

The proposed school will serve students in grades 9-12, targeting ages 14-18. The school will be open to a diverse demographic, including students from various socio-economic backgrounds, those requiring academic intervention, students with IEPs (Individualized Education Programs), and gifted students seeking more advanced coursework. The program will cater particularly to students who need more flexibility due to personal or family circumstances, including those who may be balancing athletic commitments or health challenges.

Across our campuses we aim to serve a diverse student body. Our Founders brand of schools, who are members of the Texas College Preparatory Academy (TCPA) district, collectively serve 46% White, 28% Hispanic, 12% Asian, 8% African American, and 3% Two or More Race students. This group of schools serves 26% At-Risk students. 28% of students within the Founders brand are Economically Disadvantaged, 10% are English Language Learners, and 8% are included in Special Education Programming. TCPA as a district is similar and serves 40% White, 31% Hispanic, 15% African American, 8% Asian, and 5% Two or More Race students. This district serves 30% At-Risk students, 36% Economically disadvantaged, 11% English Language Learners, and 7% Special Education. These groupings reflect the diverse student population of Ohio's public education student make-up. In 2023 across the state 52% of students were Economically Disadvantaged, 16% were students with disabilities, 4% were English Learners, 66% White, 17% African American, 8% Hispanic, 3% Asia, and 1% Two or More Races.

Data regarding student demographics is reported from the Texas Education Agency October Snapshot Data published in the Texas Annual Performance Report. Ohio student data was gathered from the Ohio Department of Education and Workforce 2023 Fall Enrollment Headcount

- **enrollment area (specific counties in Ohio)**

We will offer our programs to students in all counties and school districts across the state of Ohio.

- **education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning**

See Attached Education Plan

- **expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures**

The expectations of academic performance for online learning at iSVA are as follows:

1. Academic Achievement Status or Proficiency

- Goal: Ensure that students meet or exceed grade-level proficiency in core academic subjects (e.g., reading, mathematics, science).
- Measurement: Standardized testing, course completion rates, and mastery of grade-specific learning objectives.
- Benchmark: Align with state and national performance standards, ensuring students are prepared to meet high academic expectations.

2. Academic Growth

- Goal: Foster measurable progress for all students, regardless of their starting point, by emphasizing personalized learning pathways.
- Measurement: Use growth metrics derived from pre- and post-assessments, progress monitoring tools, and individualized student goals.
- Benchmark: Aim for consistent year-over-year growth, with a specific focus on closing learning gaps for underperforming students.

3. Post-Secondary Readiness

- Goal: Prepare students for success in college, career, or other post-secondary pathways by building essential skills such as critical thinking, communication, and digital literacy.
- Measurement: High school graduation rates, dual-enrollment participation, college entrance exam scores (e.g., SAT/ACT), and career readiness certifications.
- Benchmark: Meet or exceed state averages for post-secondary readiness indicators, with a focus on equipping students for lifelong success.

4. Mission-Specific Performance Measures

- Goal: Cultivate moral and academic excellence, as outlined in the iSVA mission. Foster a commitment to a free society and ethical decision-making through character education and civic engagement.
- Measurement:
 - Moral Excellence: Participation in character development programs, community service projects, and feedback from surveys assessing ethical growth.
 - Academic Excellence: Rigorous performance in capstone projects, advanced placement (AP) courses, or other indicators of high academic achievement.
 - Promotion of a Free Society: Involvement in civic education, demonstrated understanding of democratic principles, and participation in activities promoting critical thinking and freedom of thought.

- **Benchmark:** Establish measurable outcomes for mission-specific goals, such as a minimum participation rate in civic and character-building programs or an annual increase in student satisfaction surveys related to mission alignment.

• **expectations of any non-academic school or student goals to which the school will hold itself accountable**

At iSVA, we recognize the importance of holistic student development beyond academic performance. We hold ourselves accountable to the following non-academic school and student goals:

1. Character Development and Moral Excellence

- **Goal:** Foster ethical decision-making, personal integrity, and respect for others through a character education program that aligns with the school's mission.
- **Measurement:**
 - Participation rates in character-building activities, such as service projects and leadership initiatives.
 - Pre- and post-program assessments or reflective surveys to evaluate growth in ethical awareness and behavior.
- **Benchmark:** Demonstrate measurable improvements in student self-reports of integrity, empathy, and responsibility annually.

2. Civic Engagement and Social Responsibility

- **Goal:** Promote active participation in civic life and an understanding of democratic principles to prepare students for responsible citizenship in a free society.
- **Measurement:**
 - Involvement in civic education programs, community service projects, or extracurricular activities.
 - Student participation in mock elections, debates, or events focusing on civic awareness.
- **Benchmark:** Achieve a minimum participation rate in civic-oriented programs and show increased student knowledge in related pre- and post-assessments.

3. Engagement and Community Building

- **Goal:** Create a vibrant, inclusive online community that fosters connection among students, staff, and families.
- **Measurement:**
 - Levels of student participation in extracurricular clubs, virtual events, and forums.
 - Family engagement metrics, such as attendance at parent-teacher conferences and community events.

- **Benchmark:** Consistently increase participation rates and report high satisfaction scores in community engagement surveys.

4. Preparation for Lifelong Learning

- **Goal:** Instill a love for learning and critical thinking skills that extend beyond formal education.
- **Measurement:**
 - Student involvement in independent research, innovation projects, or creative endeavors.
 - Feedback from alumni on their preparedness for ongoing education or skill development.
- **Benchmark:** Track alumni outcomes and maintain a high percentage reporting that iSVA contributed to their intellectual curiosity and adaptability.

• experience of key personnel (i.e., school leader, governing authority member(s), administrative or teaching staff)

The Responsive Ed family of companies have been implementing and maintaining online learning options for students across Texas and Arkansas for more than a decade. Many of the staff who are on the development and academic teams were pioneers in online learning, as course developers, instructors, and program administrators. The combined experience of our resources serves as a strong foundation for new programs, as well as positive mentors and role models for new educators in the online venue.

The ResponsiveEd/Blue Learning Development Team has a wealth of experience with charter schools. Each of our seven C-Level Officers have more than 5 years' experience with charter schools and many of our C-Level team have 25 years of charter experience. Each resume demonstrates the Development Team's knowledge and accomplishments in their area of expertise. Their exceptional knowledge was developed in schools throughout Texas, Arkansas and many other states. Dr. Kendahl Herron (Owoh) served as the National Special Education Director of 36 charter schools for Mosaica Education. Mosaica Education, recognized by the Ohio Department of Education as a "High Progress School of Honor", and was ranked the number one Education Management Organization in Ohio during its time of operation. Our Superintendents, Mike Terry and Jason Bernal also have more than 20 years of charter experience. Mike Terry leads 20 Founders Classical Academies, which provide a rigorous, classical, college-preparatory program based in the classical liberal arts and sciences. Mike is a leader and invests in the professional development of the campus directors (principals). Jason Bernal is the Superintendent of Premier High Schools. Premier High Schools offer a blended-learning, college-preparatory program with an emphasis on credit recovery, credit acceleration, and career and technical education (CTE). Jason's passion for students is contagious and has helped more than 2,000 students receive a diploma. Jason has assisted ResponsiveEd open over 12 new Premier High Schools since 2019.

Elaine Plybon has 3 years of charter experience and many more years of public school experience. She is an Ohio Certified Educator and currently serves as an administrator for Career Prep Virtual High School, which is a community school offering recovery and dropout prevention along with career and technology programs to students across the state of Ohio.

See Attached Resumes

See Attached Organizational Chart

RESUMES OF OPERATOR

ANTHONY EDWARDS

409 Hillcrest Court

Hurst, Texas 76053

aedwards@bluelearning.com; 940.536.7958

PROFESSIONAL SUMMARY

Education professional with nearly 30 years of experience, possessing extensive knowledge in leadership, organizational culture, academic and operational performance, strategic planning, and growth. Proven expertise in community and stakeholder relations.

PROFESSIONAL EXPERIENCE

BLUE LEARNING/RESPONSIVEED, Lewisville, TX 3/2021 – Present
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2018 – 3/2021
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2016 – 5/2018
Vice President of School Expansion

- Support executive decisions by developing detailed business plans to assist the team in making informed decisions regarding expansion and growth opportunities. Identify and develop innovative, scalable, and resource-appropriate school growth opportunities.
- Utilize data and research to support recommendations including school expansion amendments, market analysis, demographic studies, and performance metrics to provide a robust foundation for executive decision-making. Offer actionable recommendations based on analysis of current trends, organizational needs, and competitive landscape to guide the executive team in making well-informed expansion decisions.
- Seek and establish new business partnerships and negotiate Memorandums of Understanding.
- Launch, activate and expand new and existing charter campuses in Texas and Arkansas ensuring all operational, educational, and regulatory requirements are met including capacity planning and resource allocation. Ensure projects are delivered on time, within scope, and on budget.
- Facilitate the seamless transition and closeout process for campuses, ensuring minimal disruptions and maintaining continuity for students, staff, and operations.
- Lead project teams and cross-functional teams by managing project timelines, identifying and mitigating risks, and resolving issues to ensure alignment and progress. Communicate contingency plans to stakeholders as needed to address potential issues. Maintain consistent communication with all involved teams to execute comprehensive plans for growth and development.
- Develop comprehensive budgets for new and existing campuses, including start-up cost estimates for furniture, fixtures and equipment, facilities, staffing, and supplies. Continuously monitor financial performance to ensure adherence to budgetary constraints and financial objectives.
- Collect, analyze, and interpret data to drive informed project decisions.
- Prepare, submit and monitor New Instructional Facility Allotment applications and address issues to ensure timely receipt of funding.
- Manage relationships with internal and external stakeholders, ensuring alignment with the organization's mission and goals. Cultivate and maintain partnerships that support the organization's strategic objectives and enhance its mission.

RESPONSIVEED – PREMIER HIGH SCHOOLS, Lewisville, TX
Executive Director of Schools

6/2015 - 5/2016

- Provided leadership and operational support to Regional Directors and Campus Directors across thirty-three Premier High Schools in Texas.
- Provided ongoing leadership and support to Regional and Campus Directors, ensuring alignment with organizational goals and effective school management.
- Monitored academic, operational, and financial performance, using data to inform decision-making and improvements.
- Completed leadership and campus performance evaluations and implemented performance improvement plans as needed.
- Conducted regular site visits along with Quality Standard Reviews to assess program compliance and performance.
- Successfully met enrollment, attendance, operational, academic accountability and financial goals by analyzing data, and conducting strategic meetings with school teams to review and enhance performance, and implement actionable improvement strategies.
- Developed comprehensive High School Graduation Toolkits and Resource Guides for district campuses.
- Developed school closeout and transition guides for the district to ensure a smooth transition and closeout for schools with minimal disruptions.

**RESPONSIVEED – TEXAS COLLEGE PREPARATORY ACADEMIES/
PREMIER HIGH SCHOOLS, Lewisville, TX**
Regional Director of Schools

3/2014 – 6/2015

- Provided strong leadership and guidance to ensure that campus directors effectively managed their schools and met performance goals.
- Implemented and monitored academic and operational programs to ensure engaging and effective learning environments were maintained across all campuses.
- Regularly assessed school performance results, including academic performance, operational efficiency, and financial management.
- Oversaw the financial aspects of the campuses, including monitoring budgets and ensuring fiscal responsibility. Addressed budgetary issues to maintain financial stability and support operational needs.
- Conducted thorough evaluations of campus performance and leadership, using insights to drive improvements and address issues.
- Developed and monitored campus-specific improvement plans based on performance evaluations and feedback, ensuring targeted and effective interventions.
- Addressed employee performance issues and developed performance improvement plans to address areas requiring improvement.

- Ensured that disciplinary issues were addressed and managed fairly and consistently in accordance with school policies and the district's code of conduct.
- Monitored and responded to community and parental concerns, maintained open lines of communication and fostered positive relationships with all stakeholders.

COMMUNITY EDUCATION PARTNERS

5/2008 – 7/2013

ACCELERATED LEARNING SOLUTIONS, Nashville, TN

Senior Vice President - School Activations & School Support

- Launched multiple charter school expansions across the state of Florida.
- Developed, executed, and monitored school opening timelines, project tasks and risks.
- Led and facilitated on-going collaborative meetings with cross-functional teams and team leaders.
- Oversaw the acquisition and merger of campuses throughout Texas, Georgia, Pennsylvania and Virginia.

COMMUNITY EDUCATION PARTNERS, Nashville, TN

5/2002 – 5/2008

Regional Vice President

- Provided leadership and operational support to alternative education campuses in multiple states; monitored school performance and state testing results; monitored campus improvement plans and completed performance evaluations with School Principals.
- Monitored campus staffing, school enrollment and attendance, and financial goals to ensure target goals were met by campuses.
- Implemented parent and community engagement plans with campuses.
- Conducted leadership conferences each summer with Principals and Assistant Principals.
- Developed and revised program policies and procedures for campuses.

COMMUNITY EDUCATION PARTNERS, Nashville, TN

2000 – 2002

School Administrator (Dallas, Texas)

- Provided leadership and supervision to campus staff and students.
- Established policies and procedures for 1,000 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
School Administrator (Houston, Texas)

5/1997 – 5/2000

Provided leadership and supervision to staff and students, established policies and procedures for 1,200 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
Assistant School Administrator, Houston Texas

5/1996 – 5/1997

Assisted School Administrator in providing school leadership and supervision, established school policies and procedures for students assigned to the Harris County Juvenile Justice Alternative Education Program (HCJJAEP).

AWARDS & APPOINTMENTS

- **Golden Apple Award for Outstanding Educators, 2006**
National Women of Achievement, Inc. Metro Southeast Houston Chapter
- **Pillar of the Community in Education Award, 2005**
Houston Education Support Personnel, Union Local 6330
- **Educator Focus Group, State Accountability Appointment, 2005-2009**
Texas Education Agency, Appointed by Commissioner of Education, Dr. Shirley Neely

EDUCATION

- **Stephen F. Austin State University, Nacogdoches, Texas; Master of Education**
- **Stephen F. Austin State University, Nacogdoches, Texas; Bachelor of Science**

REFERENCES AVAILABLE UPON REQUEST

Dr. Becky Rutledge

Work: brutledge@responsiveedtx.com (903) 221-7797

Personal: brutledge1010@gmail.com (903) 724-1545

1000 Grandys Lane Apt. 1111 - Lewisville, Texas - 75077

Educational History

Doctor of Education - Ed.D. Educational Administration - Texas A&M University-Commerce

Master of Education - M.Ed. Educational Administration - The University of Texas at Tyler

Bachelor of Arts - BA Education, Art, and Psychology - Stephen F. Austin State University

Professional Experience

Vice President of School Operations - Responsive Education Solutions (2024-present)

- Leading a division of 8 departments including athletics and transportation, behavioral and mental health, child nutrition, health services, quality standards review, safety and security, student records retention, and school support services for other special populations including low socioeconomic status, homelessness, foster care, and military connectedness

Regional Director - Premier High Schools - Responsive Education Solutions (2020-2024)

- Earned A ratings for the district and all assigned campuses, increased student attendance rates by up to 10%, increased enrollment numbers, 100% safety audit passing rate, oversaw renovations and new campus startups, managed large budgets and grants, participated in QSR process, served on several search committees and hiring committees, and provided professional development and team building

Director - UT Tyler University Academy at Palestine - The University of Texas at Tyler (2012-2020)

- Earned A ratings for district and campus as well as 7 out of 7 distinctions available, won multiple campus awards, managed a \$1.8M new campus construction project

Principal - Westwood Primary School - Westwood Independent School District (2008-2012)

- Earned Recognized ratings for the campus, managed a \$1.2M campus addition construction project, and reduced the number of office referrals from over 400 the previous year to less than 60

Assistant Principal - Palestine High School - Palestine Independent School District (2007-2008)

- Developed several new initiatives, served on multiple district and campus committees, and reduced student tardiness by over 50%

Teacher - Palestine High School - Palestine Independent School District (1998-2007)

Key Skills/Strengths

Visionary leader

Effective communicator

Active community member

Proactive planner

Creative problem solver

Positive culture builder

Confident decision maker

Proficient technology utilizer

Detailed task manager

Collaborative team player

Passionate educator

Dedicated hard worker

Personal Interests

World Traveler: I have visited 38 different countries/territories with students, friends, and family.

International Rotarian: I believe in service above self and my actions demonstrate my belief.

Knowledge Seeker: I have an insatiable passion for learning and love to experience new things.

References

Robert Davison - Chief Operating Officer - Responsive Education Solutions

Charles Cook

Chief Executive Officer/Superintendent/Board Member

1301 Waters Ridge Drive, Lewisville, Texas 75057 - 972.316.3663 - ccook@responsived.com

Overview

Charles Cook brings over 30 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult education program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district that now includes over 100 campuses and over 23,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach that fosters the students to become lifelong learners. He gives leadership and vision to his staff of 2,200 + employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles is a Founding Member of the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Experience

1999-Present Responsive Education Solutions

Chief Executive Officer / Board Member

Oversee operations of over 70 open-enrollment charter campuses

School District staff of 2200+ employees

Annual Revenue of \$153 million

Member of the Board of Directors

1995-1999 School of Tomorrow Publishers

Manager of Customer Service

Increased sales from 1.7 million to 3.4 million.

Manage 28 full-time employees.

Manage over \$1.3 million cost center budget.
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission

Educational Coordinator

Developed adult education program.

Over 100 program participants.

Professional / Civic Organizations

Texas Public Charter School Association (TPCSA)

Founding Member, Board President

Reach Out Youth Solutions

Board Chair

Education

Luther Rice Seminary

B.A., Church Ministries

Completed degree with 3.2 GPA

CHRIS BAUMANN

P.O. Box 292730, Lewisville, Texas 75029

Phone: 972.316.3663 - E-mail: cbaumann@responsiveed.com

Website: www.responsiveed.com - LinkedIn: www.linkedin.com/in/chrisbaumann

Chris Baumann serves as Chief Brand Officer and Chief Legal Officer for Responsive Education Solutions (“ResponsiveEd”), a nonprofit corporation that currently operates more than 100 nonprofit public schools (charters) throughout the United States. ResponsiveEd's mission is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence. ResponsiveEd facilitates the fulfillment of this mission through a network of subsidiaries that develop, refine, and implement innovative educational programs and services.

As Chief Brand Officer, Chris is responsible for ensuring that ResponsiveEd's educational models/brands, initiatives, strategies, policies, and procedures are aligned with the organization's overall mission and vision. In this role, he assists the CEO with organizational initiatives and provides leadership to ResponsiveEd's marketing and communications initiatives.

As Chief Legal Officer, Chris is responsible for the management of ResponsiveEd's legal services and for providing legal representation for ResponsiveEd before administrative, judicial, and legislative bodies. In this role, he provides leadership to ResponsiveEd's legal and human resources initiatives.

Chris has over 31 years of experience in public and private education, over 23 years of which have been spent working with nonprofit public schools.

An experienced public speaker, Chris has delivered hundreds of workshops and keynote speeches to educators and students in 32 states throughout the United States as well as cities throughout Mexico, England, and South Africa.

BAR ADMISSIONS

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

- National Council of School Attorneys
- Texas Council of School Attorneys

SELECTED PROFESSIONAL PRESENTATIONS

- Presenter, Texas Charter Schools Conference, “Religious Expression in Public Charter Schools: A Practical Guide to Understanding and Applying the First Amendment,” Grapevine, Texas (October 11, 2017)
- Presenter, Indiana Charter Schools Conference & Expo, “Avoiding Liability Under the Fair Labor Standards Act,” Indianapolis, Indiana (November 12, 2013)
- Presenter, Texas Charter Schools Conference, “Avoiding the Pitfalls of At-Will Employment,” Austin, Texas (December 5, 2012)
- Co-Presenter, Texas Charter Schools Conference, “Religious Expression by Charter School Employees,” Grapevine, Texas (May 13, 2010)

EDUCATION

- Texas Wesleyan University School of Law, Fort Worth, TX (now Texas A&M University School of Law)

J.D., Juris Doctor, 2008

Honors:

- Cum Laude (Finished in Top 6% of Class)
- The Order of Barristers

Participation:

- Law Review, Associate Editor
 - Board of Trial Advocates, President
 - Mock Trial Competition Team, Member
 - Moot Court Competition Team, Member
 - Moot Court Honor Society, Member
 - Phi Delta Phi International Legal Fraternity, Member
- The International Institute, Lewisville, TX

B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994

Honors: Summa Cum Laude

LICENSES & CERTIFICATIONS

- Kellogg Accelerated Marketing Leadership Program, Kellogg Executive Education, October 2023, Credential ID 84980316

EXPERIENCE

- Chief Brand Officer and Chief Legal Officer, Responsive Education Solutions, Lewisville, TX (November 2009–Present)
- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney’s Office, Civil Division, Fort Worth, TX (January 2006–December 2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (May 2006–July 2006)
- Director, Responsive Education Solutions, Lewisville, TX (September 1999–May 2008)
- Coordinator, School of Tomorrow, Lewisville, TX (August 1991–September 1999)

COMMUNITY ACTIVITIES

- Presenter, Temple Baptist Church, “A Historical Study of the ‘Wall of Separation between Church and State,’” Flower Mound, TX (August 2012–September 2012)
- Coach, National Mock Trial Competition, Texas Wesleyan University School of Law (now Texas A&M University School of Law), Fort Worth, TX (2009)

CHRIS WILLIAM PROKOPEAS

2129 Kimball Hill Court, Southlake, TX 76092

(817) 899-6865 / prokopeas@hotmail.com

LinkedIn Profile: <https://www.linkedin.com/in/chris-prokopeas-6100546/>

Role on Team : Marketing and Communications

Experience with charter schools – EVP of Marketing & Communications – 6 months

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS/BLUE LEARNING – Lewisville, TX

EVP of Marketing & Communications

2024-Current

- ✓ Evolve and diversify the integrated marketing and channel strategy across SEO, paid search, paid social, email marketing, display, retargeting, video to acquire and retain new students.
- ✓ Create and manage a brand framework that can be leveraged in multiple regions in the US. This includes consistent equity measures and relevant brand guidelines.
- ✓ Leverage the use of data and analytics with a clear understanding of the “full-funnel” marketing model.
- ✓ Implement a content marketing strategy that drives awareness, differentiation and interest.
- ✓ Manages direct responsibility for the media budget that drives first-time student enrollments.
- ✓ Leads the organization’s overall marketing, branding, and advertising and works closely with communications to increase awareness and student enrollment through optimizing digital marketing and social media.
- ✓ Targets appropriate student demographics and channels while utilizing metrics to evaluate the effectiveness of marketing programs and take on-going corrective actions as needed to reach /stretch objectives.
- ✓ Creates content that will attract potential students on new products/features and engage them in innovative ways to drive awareness via digital media and appropriate legacy media channels.
- ✓ Manage a team of 30 employees and a marketing budget of \$5 million.

AQUILA AVIATION GROUP – Frisco, TX (Hybrid)

VP of Marketing

2021-2023

- ✓ Developed and implemented comprehensive marketing strategies to drive revenue growth, increase market penetration, and enhance brand positioning.
- ✓ Lead development and management of the annual marketing plan and operating budget, ensuring all initiatives stay on budget and deliver an expected return on investment.
- ✓ Managed a team of 6 employees and a marketing budget of \$5 million.

GESA CREDIT UNION –Seattle, WA (Remote)

2nd largest credit union in WA with \$4B in assets

EVP of Marketing & Brand (Chief Marketing Officer)

2019–2021

- ✓ Responsible for the marketing and communication strategy for the Inspirus/Gesa merger which was the largest in WA state history.
- ✓ Employed marketing automation and CRM systems to create targeted digital campaigns, track analytics, and optimize ROI.
- ✓ Effective communicator across all levels of the organization up to Board level, able to prepare diverse, communications with sensitivity and emotional intelligence.
- ✓ Provide thought leadership and strategic direction to the credit union’s internal and external marketing, branding, and PR teams. Direct report to CEO.
- ✓ Managed a team of 25+ employees and a marketing budget of \$7 million.

DALLAS/FORT WORTH INTERNATIONAL AIRPORT - Dallas, TX

AVP of Marketing

2013-2019

- ✓ Developed and implemented marketing and communications strategies to increase utilization of domestic and international passenger services.
- ✓ Work with Dallas and Fort Worth CVBs, Dallas Chamber of Commerce, Fort Worth Chamber of Commerce, North Texas Commission, State of Texas Tourism Chamber, Dallas, and Fort Worth Economic Development

Council, and multiple cities throughout the North Texas region to bring tourism and economic development opportunities to DFW.

- ✓ Develop breakthrough and compelling content that is aligned with and supportive of DFW's brand story and essence. Beyond basic messaging and visuals shared through Twitter, Facebook, Instagram, and Snapchat, this includes influencing and shaping editorial content for bloggers, influencers, content for the website, and
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, Blogging, Social Media, Mobile, Website, and Influencer Marketing
- ✓ Develop and track key performance indicators and develop metrics to evaluate the effectiveness of airport marketing dollars, specifically, all digital marketing efforts.
- ✓ Lead all B2C and B2B marketing and communication efforts for the airport including Parking, Concessions, BDDD, and other DFW Airport departments.
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, and Mobile
- ✓ Lead all re-branding efforts for the DFW Airport brand including over 5,000 touchpoints.
- ✓ Worked with three advertising agencies to manage all creative campaign efforts, media plans, and promotions for the airport.
- ✓ Manage a staff of twelve people and a budget of \$14 million dollars: responsible for Brand Marketing, B2B and B2C Marketing, and Digital Marketing

WILLIAMSON-DICKIE COMPANY (Dickies, Kodiak, and Terra) - Ft. Worth, TX

Chief Marketing Officer

2008-2013

- ✓ CMO for \$2B+ global lifestyle branded Apparel/Footwear Company that is distributed in over 75 countries and has over 50 licensees in a variety of categories. The Dickies brand is the #1 brand of work wear/apparel globally while Kodiak is the #1 brand of footwear in Canada and Europe; the Terra brand is a high-end premium line of footwear. The position is responsible for brand management, strategic planning, positioning, product development, licensing, ad and media development and marketing for the company. sponsorships, promotions, consumer insights, public relations, retail marketing (trade shows, POS, co-op, and signage), online marketing, direct marketing, email marketing, catalog development, in-house creative, photo studio, and website for all three brands. Manage six primary agencies (Goodby Silverstein & Partners, Edelman, Landor, Filter, Millward Brown, and Switch).
- ✓ Manage a \$75MM advertising budget that includes five direct reports and a Marketing department of fifty professionals; department includes brand marketing, direct marketing, email marketing, online marketing, consumer insights, creative, photo studio, PR, sponsorships, promotions, catalog development, retail marketing (trade shows, POS, signage, fixtures, and co-op), online marketing, and website.
- ✓ Conducted the company's first Segmentation Study for the Dickies brand which identified three core segments and a new bull's eye segment for the company which was a blueprint for an entirely new media campaign which focused on a younger and more profitable demographic.
- ✓ Re-positioned the Dickies brand to be more aspirational and changed to new tag line "Wear with Purpose" which lifted brand awareness six percentage points from 83% to 97%: only behind Levi's and Wrangler. Launched new Dickies website in April 2009 which increased traffic by 45% and unique visitors by 88%; rolled out new functionality and merchandising features that increased avg ticket size by 25%.
- ✓ Incorporated new Global Brand Standards and Guidelines manual for all three brands (Dickies, Kodiak, and Terra boots) that was rolled out to all subsidiaries and licensees worldwide; also working on global Merchandising manual for all North America.

CAPITAL ONE BANK – Dallas, TX

Vice President of Marketing and Sr. Vice President of Marketing (CMO)

2004-2008

- ✓ SVP of Marketing for Fortune 200 financial services company and top ten bank with \$86B in deposits, \$146B in managed loans, and over 700 locations in Texas, Louisiana, New York, New Jersey, and Connecticut. The position is responsible for developing and carrying out the strategic branding, positioning, product development, ad development, and marketing for the company. In 2008, North Fork Bank will officially become part of Capital One Bank.
- ✓ Manage six primary outside agencies (BBDO, Fleishman Hillard PR, Pierpont PR, Interbrand, Avenue A/Razorfish, and ARC).

- ✓ Managed a \$250MM advertising budget that includes six direct reports and a Marketing department of over 100 professionals; department includes direct marketing, product marketing, brand marketing, marketing research, sponsorships/event marketing, regional marketing, merchandising, online, multicultural marketing, and marketing communications; 6 associates have received promotions.
- ✓ Successful launch of the Capital One Brand into banking; first mention increased by 17 pts while total consideration increased by 32 pts throughout the footprint. Increased sales traffic by 7% by focusing on convenience strategy.
- ✓ Support the following product areas for the bank including Deposits, Small Business, Mortgage, Commercial, Consumer Lending, Debit/Credit Cards, Insurance, Private Client Group, and work with Capital One Auto Finance (COAF), National Small Business, National Home Loans, and Capital One Direct Savings.
- ✓ Received Capital One Circle of Excellence Award for Capital One/Hibernia integration (only top 1% of all Capital One employees ever receive this honor).
- ✓ Led Ad Agency review process for Capital One Bank; started with over 100 agencies and narrowed it down to four finalists and then a winner via an integrated process.
- ✓ Delivered a cluster analysis that had started out with 42 segments and rolled into 8 high level segments which predicted purchase propensity based on product usage, demographics, and conjoint analysis to identify and recommend consumers next product for purchase.
- ✓ Led nine integration work streams for Capital One/Hibernia Bank to achieve smooth transition for the merger.
- ✓ Highly successful TX Expansion program - opened 40 new de novo branches in 2006 while driving record attendance (avg of 1,500 attendees), deposits (avg of \$1.5MM in deposits), and account openings (avg of 175 openings) through innovative Grand Opening program.

MORNINGSTAR FOODS (Division of Dean Foods)

Director & Sr. Director of Marketing (Intl Delight, Silk, Land O' Lakes Alliance, Hershey's Milks & Shakes, Folger's Jakada, Dean's Dips, and Marie's Salad Dressings) – Dallas, TX

2000-2004

- ✓ Managed P & L for \$1 billion Branded business; managed three direct reports and a Marketing department of 12 professionals, including 9 Brand Marketers and 3 in Consumer Insights and sensory; 3 received promotions.
- ✓ Managed annual marketing budget more than \$80 million.
- ✓ Instituted a strategic new product development team that launched 28 key products within a two-year period, resulting in \$125 million in incremental sales.
- ✓ Directed the cross-functional team that put the strategic framework together for the Land O' Lakes Alliance (Half & Half, Dairy Ease, Sour Cream, Aerosol, and other products) worth \$130 million in incremental sales.
- ✓ Re-launched and revitalized one of the flagship brands, International Delight, with new positioning, packaging, flavor improvements, and \$25 million in consumer marketing support with advertising agency, DDB; grew market share from 33.5 to 38.0, exceeding goal by 2.5 pts.
- ✓ Conducted first ever International Delight Brand Equity and Coffee Creamer Segmentation Study with Millward Brown; from the results of the study, chose ID's targets and unique positioning while total unaided awareness of ID went up by 7 pts.
- ✓ Repositioned the Hershey's Milks and Shakes to be more aspirational rather than the kid-centric positioning of the competition; used action sports such as X-Games and Tony Hawk sponsorship to deliver on this positioning and drive market share to 14% of the category in 9 months.

KRAFT FOODS (KCD/Brands Group)

Senior Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

1995-2000

- ✓ Selected to lead one of Kraft's most visible brands and reported to the Director of Marketing. Designated one of three "very high potential" leaders within Kraft cheese division. Worked with three outside agencies (J. Walter Thompson, LAGA, and Edelman).
- ✓ Managed P & L for Philadelphia Cream Cheese franchise - \$600 million business and a \$60 MM budget.
- ✓ Managed, coached, and developed a team of 5 direct reports; 2 received promotions.
- ✓ Analyzed consumer data to uncover key brand growth platform opportunities that played off Philly's positioning as a "heavenly treat." Introduced a new line of cream cheese snack products (Philly Cheesecake Snack Bars) that increased cream cheese category sales by 8% and produced sales of \$50MM in first year.

Brand Manager (KRAFT Macaroni & Cheese) – Glenview, IL

- ✓ Chosen to lead one of Kraft's fastest growing brands; managed four direct reports and one received a promotion. Worked with three outside agencies (Leo Burnett, Landor, and Edelman)
- ✓ Managed P & L for KRAFT Macaroni & Cheese franchise - \$460 million business
- ✓ Led the brand into a product licensing and promotions agreement with DC Comics Super Heroes; the product featured three different packaging graphics with eight DC Superhero pasta shapes; promotion included a free DC Comic book and a special subscription offer; sales increased by 14%.

Associate Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

- ✓ Managed a \$35 million dollar advertising/promotions budget. Worked on all Consumer Promotions for brand.
- ✓ Promoted to this position in 7 months, fastest in entire brand management class.

Assistant Brand Manager (Velveeta Brand) – Glenview, IL

- ✓ Conducted a price-gap analysis that looked at our brand portfolio pricing vs. private label.
- ✓ Led a cross-functional team that re-configured our whole line of packaging for warehouse clubs.
- ✓ Developed FY96 Marketing Plans for the Velveeta Brand.

S.C. Johnson Corporation – Racine, WI

Marketing Intern (Pledge Brand)

Summer 1994

- ✓ Conducted a study and then helped in the launch of a Pledge line extension into a new market.

QUAKER OATS CORPORATION (Grocery Division) – Chicago, IL

Brand Assistant (Gatorade)

1989-1993

- ✓ Managed development of key elements of new sampling program for new Gatorade flavors.
- ✓ Developed Gatorade & NBA strategy to drive incremental sales and to leverage consumers' passion for basketball at all levels.
- ✓ Created results-oriented marketing communication programs for the Grocery Division of Quaker Oats.

EDUCATION AND OTHER

EXECUTIVE EDUCATION: NORTHWESTERN UNIVERSITY (Kellogg School of Management)

Changing Strategic Direction (11/99); Pricing Strategies & Tactics (4/00); Cost Management Strategies for Improving Profitability (6/00)

THE UNIVERSITY OF MICHIGAN – Ann Arbor, MI

School of Business Administration (MBA)

Master of Business Administration (MBA), April 1995

Emphases in Marketing and Corporate Strategy; Graduate of the Executive Skills Program

Alumni Student Recruiter – 2000-2022

PURDUE UNIVERSITY – West Lafayette, IN

Krannert School of Management & School of Liberal Arts

Bachelor of Arts in Corporate Communication, May 1990

DIGITAL PROFICIENCIES:

Windows (Word, Excel, PowerPoint, and Project), Google Suite (Google Analytics, AdWords, Google Tag Manager), Adobe Creative Suite, Bing, Marketo, CRM & Marketing Automation (Salesforce Pardot and HubSpot), EZ Texting SMS campaigns, SEO/SEM/PPC (A/B Testing), Email, Programmatic Display, Affiliate ads, Retargeting, Social Media Channels (Facebook, Instagram, Twitter, Pinterest, LinkedIn, Snapchat, TikTok, and YouTube), Web (UX and UI), Tableau, Qualtrics, Medallia, and Project Management Software (Basecamp, Hive, and Trello)

ADDITIONAL:

Certification in Google Analytics and Google AdWords

Fluent in Greek; intermediate proficiency in German and Spanish

Christian Cutter, Ed.D.

717 Crestfield Drive, Flower Mound, TX 75022

303-570-7716 | ccutter@responsived.com | www.linkedin.com/in/ChristianCutterEdD

Educational Administration

Educational Leadership / Student Performance / Skills Development

Professional Summary:

- Offering 30 years of progressive experience in development and oversight of academic programs, policies, and initiatives to promote student growth and achievement.
- Senior leadership experience serving more than 67,000 students across multiple schools, with expertise in development, implementation, evaluation, and continuous improvement.
- Passionate education advocate successful in promoting positive organizational image; directing instructional programs to meet the needs of all students; and building top-performing teams.

Areas of Expertise:

- Instructional Leadership
 - Human Resources
 - Relationship Building
 - Budget Administration
 - Strategic Planning
 - Staff Development
 - Safety & Security
 - Accountability
-

Career Experience

Chief Academic Officer | 2018 – Present

Responsive Ed, Lewisville, TX

Currently overseeing academics for a multi-charter system serving 24,000 students in more than 100 schools. Responsible for academics, professional development, Career-Technical Education, Special Education, State and Federal Programs, Grants, Assessment and Accountability.

Selected Accomplishments:

- Oversaw the creation of an Alternative Teacher Licensure Program, from application to State approval.
- Developed and implemented staff development programs in Teaching, Mentoring Leading, Aspiring to the Principalship, and Instructional expertise.

Assistant Superintendent | 2017 – 2018

Option for Youth/Opportunities for Learning, Pasadena, CA

Oversaw the operation of 12 charters with 54 schools serving 35,000 students annually. Responsible for the continuous improvement of all academic performance, implementation of district improvement initiatives, coordination of central office staff and evaluation of school leaders, human resources, and the oversight of curriculum, professional development, Career-Technical Education, Special Education, and Virtual School.

...continued...

Christian Cutter

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Selected Accomplishments:

- Directed intensive implementation of workforce readiness skills into three forms of curriculum, including the coordination of experts to compliment instruction across all schools.
- Facilitated the expansion of a virtual education option for students, launching a summer school program for 3000 students.
- Led reduction in staff and re-organized leadership responsibilities to increase natural interdependencies and improve cost effective use of personnel.

President | 2014 – 2017

Citizens of the World Charter Schools, Los Angeles, CA

Provided oversight for operations of national organization of public, high achieving, community-based charter schools, directing senior staff responsible for academics, finance, accounting, legal, grant-writing, operations, human resources, administration, and information technology functions. Coordinated and monitored budgets from a variety of funding sources in accordance with established regulations and guidelines. Facilitated development of the Board of Directors in working to identify and set goals and long range planning.

Selected Accomplishments:

- Drove long term strategic planning efforts to improve and adapt academics, operations, finances, and human resources.
- Spearheaded organizational restructuring during key periods, implementing changes designed to support long-term organizational strategies.
- Approached programmatic and operational challenges by leading model codifications emphasizing identifying and implementing innovative solutions.

Assistant Superintendent | 2010 – 2014

Douglas County School District, Castle Rock, CO

Directed elementary, early childhood and K-12 special education for the district of 67,000 students, directly responsible for supervision, mentoring, and development of up to 60 school leaders. Followed continuous improvement model in operation of 48 school and 64 early childhood classrooms. Smoothed processes during transitional year, overseeing restructuring of procedures and processes, and managing pre-school enterprise ventures. Initiated development of new evaluation tool focused on unique roles, as well as new learning platform to improve teachers' access to lesson planning, assessment, and professional development.

Selected Accomplishments:

- Served as elementary Chief Academic Officer during district reorganization, to support transition.
- Received endorsement of district from Economic Development Council, commendations from the City Council, was named "2013 Community Partner of the Year" by major hospital.
- Expanded use of technology, launching "Bring Your Own Device" program and sharing Wi-Fi initiative with local law enforcement.
- Created and implemented Master of Arts in Education program in partnership with Argosy University, in order to support district succession and long-term administrative needs.
- Co-hosted programs on local television and radio discussing educational issues.

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Executive Director of Schools | 2007 – 2010

Colorado Springs District 11, Colorado Springs, CO

Led operations for 23 schools in a district of 33,000 students; oversaw business plan for 3,500 employee organization, meeting established outcomes of organizational development efforts such as culture assessment, institutionalizing core values and norms, and professional development.

Selected Accomplishments:

- Improved student performance at six sites targeted by state as possible “turnaround” sites by instituting intensive support structures.
- Developed graduate profile aligned with district re-visioning and branding efforts, championed profile and plan to internal and external stakeholder groups.

Principal | 2003 – 2007

Adams County School District 50, Westminster, CO

Managed all daily functioning of school, programs, students, and staff.

Selected Accomplishments:

- Raised performance on state tests in all subjects and grade levels by double digits over four years.

Additional Experience

Assistant Principal | Aurora Public Schools, Aurora, CO | 2002 – 2003: *Responsible for evaluations, special education, gifted and talented program, and professional development.*

Assistant Principal | Bromley East Charter School, Brighton, CO | 2001 – 2002: *Served on core leadership team to coordinate school construction, develop curriculum, and hire staff.*

Teacher | Various schools in Denver, New York City, West Indies, and Canada | 1994 – 2001.

Educational Background

Doctorate in Administration | Nova Southeastern University

Master of Arts in Administration | University of Colorado at Denver

Diploma in Child Psychology | International Correspondence School

Diplomas in Primary and Elementary Education | Toronto Montessori Institute

Bachelor of Arts in Economics | University of Western Ontario

Colorado Superintendent’s License | 255274

Massachusetts Superintendent’s License | ****496252

Corey Fischer

601 Oak Street, Pilot Point, Texas, 76258 | coreyfischer.home@gmail.com | 214-263-1454

Summary

Senior Accounting Manager with experience in various industries including manufacturing, transportation, oil field services, construction and real estate development/management. Substantial accounting policy implementation, financial and operational analysis, as well as C-level presentation and reporting exposure.

Highlighted Expertise

Financial Reporting, Internal Controls, Budgeting & Forecasting, Cash Management, Cost Accounting, Debt Compliance Reporting, Audit Preparation, Inventory Control, Sarbanes-Oxley (SOX)

Technical Experience

Operating Systems: PeopleSoft, Great Plains, QuickBooks, Hyperion, Timberline, AS400, SQL, FRX, MRI
Desktop Software: MS Office – Excel (Pivot Tables, VLookups), Power Point, Word

Professional Experience

Responsive Education Solutions (Lewisville, TX)

August 2016 – Present

Vice President – Finance

Charter school system that operates over campuses in the states of Texas and Arkansas serving more than 25,000 students using multiple different academic models.

- Serve as a senior officer and member of the Executive Leadership Team which establishes strategic plans, growth projections, and organizational improvement initiatives
- Direct financial operations of the company, leading a team of 30 professionals including General Ledger, Payroll, Purchasing, and Accounts Payable
- Oversee all Treasury functions of the organization which include the servicing of \$130 million in tax-exempt bonds
- Ensure internal processes and procedures are in compliance with all federal and state requirements
- Direct annual audit process and third party preparation and filing of federal tax returns

Universal Technical Institute (Irving, TX)

January 2012 – July 2016

Campus Controller

Nationwide provider of technical education training for students seeking careers in the automotive, diesel, collision repair, motorcycle and marine industries.

- Manage the accounting and purchasing functions comprised of two staff accountants and one purchasing receiver
- Provide financial and analytical support for campus and corporate management
- Provide account analysis and monthly operational reviews
- Ensure compliance with internal controls, including SOX controls, in all campus accounting processes
- Develop and lead the budget and reforecast process for the business unit

La Familia Distributing, LLC (Carrollton, TX)

December 2010 – December 2011

Controller

Full service food and beverage distributor of American and Mexican products throughout the United States.

- Supervise accounting department consisting of one general ledger accountant and three sales data entry staff
- Review / provide financial reporting package for executive management team, investors and third party lenders
- Quality control of Treasury functions within the organization
- Initiate and complete annual budgeting process for operations and capital requisitions
- Directed third party preparation and filing of federal and state tax returns

Alan Ritchey, Inc. (Valley View, TX)

October 2008 – November 2010

Controller

Multi-industry company providing services to government, manufacturing, transportation, environmental, oil field services and agriculture sectors.

- Managed accounting team including one Accounting Manager and seven staff accountants
- Generated financial reporting package for executive management team and third party lenders
- Implemented internal controls to ensure the effective administration of accounting policies and methodology
- Directed annual audit process and third party preparation / filing of federal and state tax returns
- Oversaw the implementation and completion of annual budgeting process for entire portfolio

Corey Fischer

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Huffines Communities (Dallas, TX)

March 2007 – September 2008

Controller

Real estate company with a focus on developing master planned communities and mixed use developments.

- Led department with two general ledger accountants, accounts payable supervisor and a property manager
- Produced financial reporting package to executive management team and third party investors/lenders
- Performed financial analysis on multiple land development projects
- Managed annual audits for multiple entities
- Performed due diligence and valuation procedures on potential acquisitions

Centex Homes (Southlake, TX)

March 2005 – February 2007

Assistant Controller

New home builder with a national reputation for quality and excellence.

- Supervised accounting department consisting of one senior accountant and three general ledger accountants
- Provided financial reporting to Corporate and Regional offices as well as to the division management team
- Reviewed the accuracy of budgets and financial projections for multiple projects in the company's portfolio
- Implemented and oversaw Sarbanes-Oxley control procedures
- Provided / recommended alternatives to work processes that increased efficiencies and financial results

Cooper & Stebbins (Southlake, TX)

March 2002 – February 2005

Assistant Controller

Real estate company focused on the acquisition, development and management of retail properties, residential neighborhoods and community centers.

- Managed team of two general ledger staff accountants
- Organized all aspects of financial reporting to partners, lenders, and internal users
- Reviewed monthly general ledger reconciliations
- Performed property valuation and acquisition due diligence
- Completed annual tenant audits of operating expenses

Evergreen Alliance Golf Limited (Irving, TX)

June 1999 – February 2002

Senior Corporate Accountant

Golf course development and management company that operates both daily fee and private golf courses.

- Trained and supervised team of four general ledger staff accountants
- Reviewed monthly financial statements and supporting schedules of operating entities for golf course owners
- Analyzed cost-of-sales figures for merchandise and food and beverage revenues
- Responsible for monthly reporting and filing of all TABC tax returns

Hicks, Muse, Tate & Furst (Dallas, TX)

August 1997 – May 1999

Property / Staff Accountant

Private equity firm with interests in multiple industries including real estate, technology, media, and food.

- Oversaw reporting of investment projects including commercial, residential, hotel, and resort properties
- Generated monthly financial statement packages for all overhead (investing) entities
- Reconciled inter-company equity and debt balances
- Acted as a liaison between the investors/ partners, property managers, lenders and other critical key elements that made up the investment structure

Education

B.S., Accountancy, University of North Texas, Denton, Texas

B.B.A., Finance, University of North Texas, Denton, Texas

Corey Thomas

Executive Director of Information Services

Contact

6040 Parker Blvd, Apt 128
North Richland Hills, TX 76180
(214) 223-1362
cthomas@bluelearning.com

Education

University of Arkansas-Grantham
Associate of Science in Computer Science
(GPA: 3.14)

University of Arkansas-Grantham
Bachelor of Science in Computer Science
(GPA: 4.00 – Cum Laude)

Military

United States Navy
Information Systems Technician
(Nov. 1995-Sept. 2006)

Training

NEC IT-2735
Information Systems Administrator

NEC IT-2730
SNAP III System Administrator

NEC IT-2780
Network Security Vulnerability Technician

Google Project Management Professional

Cisco Certified Network Associate
(CMNO)

Cisco Certified Network Associate (CCNA)

Responsibilities/Experience

- 18 years of experience at ResponsiveEd working with K-12 charter schools.
- Responsible for Corporate and campus infrastructure upgrades.
- Work with Infrastructure Services on Cyber Security plans and procedures.
- Meet with department heads, managers, supervisors, vendors, and others, to solicit cooperation and resolve problems.
- Ensure the campuses have all hardware required for testing and daily instruction.
- Ensure the campuses have all technical support needed for testing and daily instruction.
- Oversee daily operations of the Information Services team to establish priorities and set deadlines.
- Work with both corporate and campus personnel to ensure support is being met for both hardware and software needs.
- Review project plans to plan and coordinate project activity.
- Stay abreast of advances in technology.
- Develop and manage work breakdown structure of information technology projects.
- Work with the Information Services team on the integration of all software solutions for ResponsiveEd.
- Responsible for Data and Voice cabling infrastructure installations.
- Work with ISP vendors to order both Data and Voice for campus use.
- Assign duties, responsibilities, and spans of authority to project personnel.
- Responsible for coordinating campus technology upgrades and hardware refreshes.
- Responsible for procurement of hardware and software for corporate and campus use.
- Develop or update project plans for information technology projects including information such as project objectives, technologies, systems, information specifications, schedules, funding, and staffing.
- Prepare project status reports by collecting, analyzing, and summarizing information and trends.
- Direct or coordinate activities of project personnel.
- Establish and execute a project communication plan.
- Prepare purchase orders and send copies to suppliers and to departments originating requests.
- Purchase necessary equipment.
- Respond to customer and supplier inquiries about order status, changes, or cancellations.
- Conduct annual inventory of all hardware at campuses and corporate offices.
- Identify, review, or select vendors or consultants to meet project needs.
- Monitor or track project milestones and deliverables.
- Plan and organize campus hardware refresh cycles and implement distribution of hardware.

Elaine Plybon

(eSchool curriculum, instruction, and school leadership)

3225 Cavalry Ridge Ct., Fredericksburg, VA 22408

Email: eplybon@gmail.com

Tel: 817-658-6899

Professional Experience

National Director of Virtual Learning October 2021 - present | Blue-X Virtual, Lewisville, Texas

- Implementation and oversight of a nationwide virtual learning program
 - Two virtual schools in Arkansas (iSchool Virtual Academy and Premier High School)
 - One virtual school in Ohio (CareerPrep Virtual High School)
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision of curriculum and instruction teams
- Ensure compliance with various state and federal regulations
- Research and ensure compliance with state-specific and federal regulations related to proposed and ongoing initiatives and programs
- Create processes for system development and implementation and monitor for fidelity
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement innovative processes
 - Curriculum design for student engagement
 - Instructional models to build community in virtual settings
 - Identification, response, and monitoring for at-risk students

Director of Personalized Learning Opportunities July 2019 - October 2021 | Keller ISD, Keller, Texas

- Oversight of district online and blended learning programs.
- Create processes for system development and implementation and monitor to ensure fidelity of implementation
- Development of partnerships across departments and with stakeholders and community members
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement intervention processes including identification, response, and monitoring for at-risk students
- Ensure compliance with applicable district, state, and federal regulations
- Management of district participation in statewide virtual learning programs
- Strategic planning for sustainability and growth of programs
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision and evaluation of staff, including two coordinators, 30-50 teachers, four facilitators, and 50+ mentors
- Fiscal responsibility and budget management

Coordinator of Virtual and Blended Learning 2017-2019 Keller ISD

- Coordination of the district online and blended learning program.
- Supervision of online teachers, mentors, and district facilitators of online and

- blended classes.
- Collaborate across district departments to serve the needs of students.

Facilitator of Transformative Learning–CTE, Innovation, and Virtual Learning

2015–2017 Keller ISD

- Research, development, and implementation of the district’s first online learning program
- Implementation of strategies for meeting the unique needs of students with special needs
- Presentations to school board for approval of programs, funding and to provide progress updates
- Instructional coach for district Career and Technology Education (CTE) teachers
- Planning and delivery of professional development based on identified areas of need for teachers

Instructional Resource Trainer 2013–2015 Keller ISD

- Instructional coaching support for district secondary science teachers
- Instructional design support in the area of technology integration
- Member of Science curriculum development teams

Instructional Technology Specialist and Online Teacher 2009–2012 Irving ISD

- Instructional coaching and support of campus teachers
- Needs assessments and planning/delivery of professional development
- Collaborative work with campus professional learning communities (PLCs)
- Member of Campus Improvement Committee (CIC)
- Chair of the staff development committee
- Project manager for online curriculum-writing teams
- Taught Professional Communications online

Coordinator, The Infinity Project 2008–2009 Southern Methodist University

- Planning, delivery, and coordination of professional development for middle and high school teachers
- Assisted with the logistical operations of the project

Science Instructional Specialist 2007–2008 Irving ISD

- Support campus science teachers
- Design and deliver enrichment activities for students to learn critical standards in science
- Taught science classes in Integrated Physics and Chemistry.

Secondary school teacher 2005–2008 Aledo ISD

- Taught Biology, Chemistry, and Geology/Meteorology/Oceanography
- Member of district health committee
- Performed duties as campus technology support

Education

Graduate Certificate in Educational Leadership, 2019 Lamar University (18 hours)

Master of Arts, Sociology 2015 Sam Houston State University

Bachelor’s Degree, Biology 2004 Wichita State University

Awards and Honors

Outstanding Commitment to Excellence and Innovation in Digital Learning 2023, Texas Distance Learning Association
EduJedi Innovator 2020, The Learning Counsel
20 to Watch Education Technology Leader 2014 National School Boards Association
Instructional Technology Specialist of the Year finalist 2012 Texas Computer Education Association (TCEA)
Leader of the Year 2012 Discovery Educator Network
Leadership Award 2011 Discovery Educator Network

Licenses and Certifications

Ohio Certified Educator, Principal 5-12
Texas Certified Educator, Principal as Instructional Leader PK-12, Science 8-12, Speech 7-12, English as a Second Language
Certified Design Futurist 2021 Institute for the Future in Palo Alto, California
Certified Forecast Practitioner 2016 Institute for the Future in Palo Alto, California.

Education Endorsements

Curriculum Leadership Academy Fellow 2019 Texas ASCD (40 hours)
AVID Summer Institute 2019 AVID
Curriculum Design and Assessment 2015-2016 International Center for Leadership in Education (ICLE)
Engage2Learn Coaches Academy 2015 Engage2Learn
Mentor Training – Train the Trainer 2014 Ginger Tucker
VESTED Approach Train the Trainer 2013 The Kolak Group
Sheltered Instruction Observation Protocol 2005 Region XI
Gifted and Talented Core 2005 Region XI

Community Service and Leadership

Area 11 Director 2019-2021 Texas Computer Education Association (TCEA)
President TCEA Virtual Learning Special Interest Group 2016-2019

Georgia Kalligeris

1301 Waters Ridge Drive • Lewisville, TX 75057 • (972) 316-3663 x294 • gkalligeris@responsivedtx.com

— Professional Summary —

- **Highly experienced professional** with expertise in managing and supporting the implementation of Enrollment, Student Information, Academic-Related, and Communication Systems for school districts.
- **Experienced systems business analyst** with a 15-year record of success in gathering & documenting business requirements, designing & testing applications, project management, user training & support, as well as monitoring for continuous improvements.
- **Expert in systems/process design, cost-reduction strategies and re-engineering.** Known for innovative problem solving, complex troubleshooting, process improvements and skillful relationship-building with internal employee teams & external vendors.

Experience

ResponsiveEd – Lewisville, TX

Responsible for the management & support of the Districtwide Student Enrollment and Tracking System.

EXECUTIVE DIRECTOR OF PEIMS & 3RD PARTY APPS,

Proven ability to serve as a liaison between districts and the Texas Education Agency (TEA) for the implementation of PEIMS-related changes. Experienced in overseeing a team responsible for State and Federal submissions, compliance, and data reporting. Skilled in facilitating discussions with key stakeholders to streamline data collection processes and procedures. Strong knowledge of Texas Education Code, Texas Administrative Code, and related state policies.

Key Results:

- Support district implementation and management of Enrollment, Student Information, and Communication Systems for accurate student data collection and reporting.
- Oversee a team responsible for coordinating data collection and state and federal-mandated submissions.
- Manage the creation of school calendars to ensure compliance with state requirements.
- Direct the compilation of district funding data, submitted every 6 weeks, and processed waiver requests for Low ADA, Missed School Days, Homebound Services, and Professional Development Days.
- Train school staff on PEIMS-related data entry and maintenance within the Student Information System (SIS).
- Partner with a team to develop data dashboards for improved visualization of trends and discrepancies.
- Facilitate discussions with Campus and Department Leaders to streamline data collection processes.
- Maintain up-to-date knowledge of the Student Attendance Accounting Handbook, Texas Education Code, Texas Administrative Code, and TSDS Web-Enabled Data Standards (TWEDS).

**PEIMS: Public Education Information Management System encompassing all data requested and received by TEA (Texas Education Agency) about public education, including student demographic and academic performance, personnel, financial, and organizational information.*

EQUATOR – An Altisource Business Unit, Plano, TX

Responsible for delivering large-scale projects (> \$1 million) by building or enhancing best practice/enterprise application solutions for the industry's largest default mortgage Servicers.

Senior Business Analyst, 7/12 to Present

Playing a key role in developing application solutions utilizing either Waterfall or Agile methodologies. Responsible for providing functional requirement documents for applications with multiple integration points, as well as managing project prioritization, delivering cost estimates, and leading client testing efforts along with appropriate issue handling/resolution.

Key Results:

- Leading discovery sessions with clients
- Leading design sessions with developers, testers and subject-matter experts to establish the technical vision, and analyze tradeoffs between usability and performance needs.
- Managing several aspects of the SDLC (functional approval, test planning, test execution, issue resolution, product support/training).
- Performing product demo sessions for clients.

EFG EUROBANK S.A., Athens, Greece

Responsible for the analysis of processes and the development of an application that influenced daily operations of 1000 employees, under one of the bank's General Divisions which granted more than 2 billion Euros in new loans (for 2010).

Senior Business Analyst / Project Manager, 6/08 to 06/12

Played a key role for documenting & analyzing end-to-end workflow processes, as well as adopting re-engineering methods for efficiency maximization. Co-managed a project that had the scope of replacing the software program for small business loans applications.

Key Results:

- Developed automated tools in Excel for: loan expense calculations, determination of supporting documentation needed based on the product requested, capacity projection model.
- Worked with all levels of management to drive consensus, collaboration and forward momentum toward the completion of project milestones as well as to optimize business processes.
- Guided a team of business analysts for the software program migration project.
- Monitored the impact of business process re-engineering results.

THE BANK OF CYPRUS, LTD., Athens, Greece

Responsible for the deployment of many applications of this private bank's wide range of banking services.

Senior Business Analyst / Team Leader, 1/04 to 6/08

Regarded as one of firm's leading subject matter experts (SMEs) on retail banking services projects, leading various phases of requirements gathering, application design & testing, documenting training materials & procedures, providing help desk support, and monitoring necessary maintenance.

Key Results:

- Delivered cost-reduction & profit-improvement software program solutions in the areas of: Loan Application & Processing, ATM services, Credit Cards, Teller System, Payment Services, and Product Parameterization.
- Coordinated & monitored the progress of all IT-related projects, as well as reported & presented the results for several committees. Successfully established the operation for the Projects Coordination Office (06/04 – 11/06).
- Supervised & mentored a team of 6 system business analysts (12/06 – 6/08).
- Interfaced directly with all levels of management and vendors so as to achieve successful results in the software development life cycle.

EGNATIA BANK S.A., Athens, Greece

Large privately-owned bank specialized in personal loans (especially housing & automobile).

Business Analyst, 12/01 to 1/04

Regarded as an internal consultant with an emphasis in reviewing documented processes and suggesting possible feasible solutions for improvement.

Key Results:

- Studied processes mainly performed in the Loans Center, such as receiving & processing applications, handling customer routine requests, and handling late payments.
- Lead Analyst in a pilot study for the assessment of a Cash Management software program.
- Involved in testing work-flows of loan processing software applications. Also performed duties of a Help Desk agent for users with routine requests for these applications.

THE CHASE MANHATTAN BANK, New York City, NY

Leading global financial services firm - FORTUNE 500 Company.

Business Analyst, 3/00 to 6/01

Played a key role in documenting & timing processes, as well as suggesting possible areas for re-engineering efforts.

Key Results:

- Assigned to projects that involved end-to-end workflow process analysis so as to support capacity, staffing, unit cost, and process redesign efforts for efficiency maximization.

Education

ZICKLIN BUSINESS SCHOOL – THE CITY UNIVERSITY OF NEW YORK, New York City, NY

Master of Business Administration (MBA) in Finance & Investments, 1999

- Graduated with a GPA: 3.4

DEREE COLLEGE – THE AMERICAN UNIVERSITY OF GREECE, Athens, GREECE

Bachelor of Science (BS) – Double Major: Management & Accounting, 1997

- Honors: Dean’s List (multiple semesters); graduated with honors (GPA: 3.5)

Technology

- Microsoft Office (Word, Excel, PowerPoint, Project, Visio, Snagit)
- Core Banking Platforms (IBM AS/400, Globus)
- ColdFusion, ServiceMart
- MS Silverlight Development Platform
- Oracle CRM Application (PeopleSoft Enterprise Support)
- Wincor Nixdorf’s Cash Cycle Management Application

Attributes

- US Citizen – Able to work in the US without sponsorship. Bilingual – Fluent in English and Greek.
- Willing to travel less than 10%, however able to visit clients’ premises within reasonable city limits.
- Member of the Hellenic Organization of University Graduates of America (HOUGA). Served as President (10/99-6/01), Treasurer (6/98-10/99), and Representative to the Federation of Hellenic Societies of Greater NY (6/98-6/01).
- High School Distinctions: Best Scholar Athlete (1993), National Honor Society (3 years), School representative to the local community (Distinction Award).

Jaime A. Callahan, EdD

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PROFESSIONAL EXPERIENCE

RESPONSIVE ED, LEWISVILLE, TEXAS

Executive Director of Academics – August 2024-Current

- Oversees the departments and programs responsible for school improvement, CCMR, CTE, Prekindergarten, and MTSS.
- Provides strong, dynamic academic and administrative leadership fosters an exemplary educational environment which encourages teaching, and learning excellence
- Possesses the vision to guide the organizations academic programs into the future
- Advocates and promotes quality instruction, student success, and integrated planning to meet the educational needs of students in multiple educational models
- Works within a team to analyze data, coordinate services (such as Special Education and Title Programs), and implement strategies and initiatives to improve teaching, learning, and leadership
- Works with the instructional staff to oversee, coordinate and ensure school-level support and development of teaching, learning, and leadership excellence
- Oversees the design and implementation of comprehensive professional development for team and school
- Provides innovative and successful academic leadership and vision in teaching and learning
- Works collaboratively with the senior academic team and school brand leadership to select, review, purchase, and support implementation of new curriculum
- Works with senior academic team to review student performance data, through the lens of teaching and learning, as well as achievement, to meet brand and district standards
- Provides guidance to, and receives direction from the Chief Academic Officer and other representative stakeholders regarding the planning, implementation and review of academic programs, services, activities and related matters
- Participates in the planning of new facilities for the purposes of instruction and student services
- Understands and promotes the role and use of technology in the instructional environment
- Represents the organization as a senior academic officer at state meetings and conferences, serves as organization's representative on committees, commissions, and other activities, makes presentations at meetings, workshops, and events, as assigned
- Prepares, submits, and monitors the annual budget for areas of responsibilities
- Trains, supervises, evaluates, and directs the work of assigned personnel

MSB SCHOOL SERVICES, AUSTIN, TEXAS (REMOTE)

Vice President of Sales - March 2024-Current

- Manage all sales and marketing team members and processes for \$65 Million Medicaid to Schools (SHARS) billing and IEP documentation company
- Develop and execute strategic sales plans to achieve revenue targets and drive business growth
- Lead and manage the sales and marketing team, including hiring, training, and performance management
- Establish sales processes and methodologies to optimize sales efficiency and effectiveness
- Build and maintain strong relationships with key customers, partners, and stakeholders
- Analyze market trends and customer needs to identify new business opportunities and drive product development initiatives
- Create and maintain sales department budget
- Monitor sales performance metrics and KPIs and implement measures to improve sales productivity and effectiveness
- Provide sales forecasts, reporting, and data analysis insights to senior management to support decision-making processes
- Represent MSB at industry events, conferences, and networking opportunities to promote brand awareness and generate leads.
- Keep abreast of industry developments, competitor activities, and market trends to inform sales strategies and tactics

Executive Director, May 2023-March 2024

- Attend conferences and trade shows to identify partnerships
- Initiate feedback from clients to measure success of the relationship, confidence in program specialist, and other team members
- Schedule regular meetings with customers to ensure they are receiving the services promised
- Create experiences with stakeholder-level personnel to strengthen and grow additional partnerships
- Utilize the company's CRM to analyze data at it applies to meeting Medicaid deadlines and company performance objectives (i.e. Annual Cost Reports)
- Ensure maximum financial potential are achieved prior to submission due dates and deadlines
- Monitor sales pipeline momentum to target and market sales efforts
- Look for opportunities to up-sell or cross-sell services and products
- Analyze and evaluate financial data, district statistical data, to determine trends and areas of improvement
- Meet regularly with Program Specialists to provide support and coaching

DALLAS BAPTIST UNIVERSITY, Dallas, Texas

Adjunct Professor and Methodology Committee Member, May 2022-Current

- Research Professor for Educational Leadership doctoral students
- Review methodology chapters of student dissertations prior to proposal and final defense

HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas

Director, Accountability and Assessment – November 2019-May 2023

- District Testing Coordinator – Coordinate all activities for state testing program including STAAR/EOC, STAAR Alt 2, TELPAS (100% online district by spring 2022 prior to deadline); dedicated training for teachers and staff on new STAAR/EOC item types (to be featured on spring 2023 tests); present district score updates to Board of Trustees (STAAR, MAP, TAPR, workshop trainings); oversee testing activities and professional learning for all Campus Testing Coordinators
- Report to Superintendent and Board of Trustees on district Accountability including ratings, school and federal report cards, monitor Results Driven Accountability (RDA) requirements and data submission, monitor Intervention, Stage, and Activity Manager (ISAM); CCMR; SAT/ACT/AP; Industry Based Certifications (IBCs)
- ESL Coordinator - Coordinate district program for English as a Second Language students in Grades PK – 12; TELPAS; LPAC coordinator and member; Skyward coding; oversee ESL teachers
- Coordinate all activities, professional learning, training for NWEA MAP Growth K-8
- Coordinate activities and training for PreK CLI Engage CIRCLE assessment
- Professional Development – Winter Learning Conference, New Employee Orientation, Back to School District Training
- Lead Inclusive and Respectful Schools Sounding Board; organized first annual CultureFest for the HPISD district and community
- Community-Based Accountability – Texas Public Accountability Consortium (TPAC) member from 2019-2022
- Recipient of district-level Heart at Work award 2022 (parent recommendation)
- Region 10 Presenter – New DTC Academy
- Coordinate HB 4545 activities; Superintendent's designee for HB 4545 Accelerated Learning Committee meetings
- Member of School Health Advisory Council (SHAC) 2017-2023
- Approve all requests to conduct research in HPISD
- Facilitate National Board Certification cohorts of teachers

Curriculum Specialist/ESL Coordinator – August 2018-November 2019

- Coordinate and lead teachers in Grades K – 12 in improving student learning through curriculum, instruction, assessment, and professional development/collaboration
- Redesign of HPISD Curriculum website
- K-12 ELA New TEKS professional learning and coordination of adoption of new instructional materials

K-12 STEAM (Science, Technology, Engineering, Art, Math) Instructional Coach – July 2017-August 2018

- Provide comprehensive instructional coaching for teachers in STEAM education

**MCCULLOCH INTERMEDIATE SCHOOL/HIGHLAND PARK MIDDLE SCHOOL,
HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas**

5th Grade Science Teacher –Standard, Aug 2006 – 2016

8th grade Science Teacher – Standard and TAG, Aug 2016 - May 2017

**SAM HOUSTON MIDDLE SCHOOL, IRVING INDEPENDENT SCHOOL DISTRICT, Irving,
Texas**

6th Grade Math Teacher 2001-2003

6th Grade Science Teacher 2003-2006

PRIOR PROFESSIONAL EXPERIENCE, Houston, Texas

Corporate Human Resources (Training and Recruiting), Sep 1996 – Aug 2001

PROFESSIONAL AWARDS AND ACCOMPLISHMENTS

- Presented SHARS for Campus Leaders at the Rigor, Relevance, and Relationship Conference (RRR) Cy-Fair ISD 2024
- Member of Delta Kappa Gamma Educational Society, Delta Omicron Chapter, Second Vice President position for Membership, 2014-2023
- Published “Encouraging Retention of New Teachers Through Mentoring Strategies” article, Delta Kappa Gamma Bulletin, a peer-reviewed, academic journal, Fall 2016.
https://www.dkg.org/images/2016_Jour_83-1_Early-Career-Educators_Cover-web.jpg
- Awarded the 2016-2017 Member in Print Award by The Texas State Organization and Delta Omicron Chapter of The Delta Kappa Gamma Society International for “Encouraging Retention of New Teachers Through Mentoring Strategies” article published in the Delta Kappa Gamma Bulletin, Fall 2016 and DBU Journal for Educational Leadership, Fall 2018
- Presented “Mentoring as a Retention Tool” at Delta Kappa Gamma chapter meeting, Nov. 2016
- Present Qualitative data collection and analysis for doctoral students – DBU

EDUCATION

Dallas Baptist University, Dallas, Texas

Doctorate of Educational Leadership K-12, May, 2018

Southern Methodist University, Dallas, Texas

Master of Education, December 2009

Texas State University, San Marcos, Texas

Bachelor of Science, May 1996

TEXAS TEACHER CERTIFICATIONS (VALID THROUGH MAY 2026)

- Superintendent, EC-12
- Principal, EC-12
- English as a Second Language Supplemental, EC-12
- Mathematics, Grades 4-8
- Science, Grades 4-8
- Generalist (Math, Science, Language Arts, Social Studies), Grades 4-8
- Physical Education, Grades EC-12

JAMES TAYLOR

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EXECUTIVE PROFILE

- Executive Leader with a unique background in and deep knowledge of business systems, finance, and development of software application systems with the ability to translate complex business, technology, and fiscal requirements into workable solutions for fast-paced, high growth environments.
- Career includes over 14 years experience as the Chief Financial Officer of one of the largest and most successful public charter school networks, which includes over 100 schools and 25,000 students. During this time he also served over 5 years as the CEO of the charter management organization, Blue Learning, providing back-office management services to this same charter school network.
- Skilled at setting up new organizational infrastructures and analyzing and leveraging large quantities of data to develop strategies and influence executive and business decisions.
- Passionate about leading high performing, lean teams to exceed customer expectations and to deliver complex systems in record time. Inspires confidence and collaboration among team members and serves as a trusted advisor to peers and executives.

EXPERIENCE

BLUE LEARNING, Flower Mound, TX 2014 – Present

Blue Learning, formerly known as ResponsiveEd School Services, is a 501c3 non-profit organization providing innovative, character-based, results-oriented learning solutions to K-12 schools across the country within various systems of education. The organization provides charter management organization (CMO) services, i.e. back-office services, for charter schools and networks. Services are currently provided for the ResponsiveEd Texas and ResponsiveEd Arkansas schools.

Chief Executive Officer 2017 – Present
Chief Financial Officer 2014 – Present
Board Member 2021 – Present

RESPONSIVE EDUCATION SOLUTIONS, Lewisville, TX 2009 – Present

Responsive Education Solutions is a charter school system that operates over 100 campuses across Texas and Arkansas, serving more than 25,000 students utilizing 6 academic models.

Chief Financial Officer 2010 – Present
Chief Technology Officer 2015 – Present
Senior Software Developer 2009 – 2010

Serves as the company's most senior financial officer and a member of the Executive Leadership Team, which establishes strategic plans, growth projections, new services, executive hiring decisions, and organizational improvement initiatives. Provides leadership to Finance and Information Services, directing a team of over 80 professionals in these areas. Oversees planning, implementation, and maintenance of hardware, software, and networking systems for more than 100 locations, providing full corporate support, in addition to multiple computer-based and online curriculum programs. Also provides oversight and planning for the Arkansas charters.

SIEBEL SYSTEMS, INC., San Mateo, CA 1996 – 2000

Siebel was a software company that developed and sold CRM solutions. From 1996 – 2000 Siebel was recognized as the fastest growing company ever with annual revenue exceeding \$1 billion. Oracle acquired Siebel for \$5.8 billion in 2005.

Director of Partner Education 1999 – 2000

Senior Enterprise Architecture Specialist, Consulting Services Group 1996 – 1999

Recruited to join Siebel's 3-member startup/newly created Services Group immediately following negotiation of its largest deal to date, a \$12 million software and hardware installation engagement for Cisco Systems. In 1996 Siebel was in rapid growth mode and was recognized as one of the fastest growing companies in the U.S.

Developed deep expertise of the technology and utilized sophisticated communication skills that resulted in assignments to accounts facing particularly difficult technical issues. Assigned to key customers including Dial, Informix, Compaq, and LSI Logic. Provided support to customers, account managers and consulting on application design, implementation, and deployment of Siebel Enterprise applications. High pressure and fast-paced.

ORACLE CORPORATION, Redwood Shores, CA 1990 – 1993 & 1994 – 1996

(NYSE: ORCL) Oracle is a \$40 billion global technology and consulting organization.

Principal Consultant

Recruited to return to Oracle as a Senior Consultant and was rapidly promoted to Principal Consultant. Managed client relationships, developed proposals, and led design and software development teams. Analyzed, designed, and developed business systems using decomposition, standards development, and programmed databases and screens.

AURUM CORPORATION, Santa Clara, CA 1993 – 1994

(NASDAQ: AURM) Aurum Software was a startup company that developed the first complete front office business enterprise software solution. Customers included HP, Deloitte, and BCBS. BAAN acquired Aurum in 1997.

Staff Consultant

Recruited to a start-up to develop proposals and to design and implement customer resource planning (CRP) software for Hitachi Software.

EDUCATION

UNIVERSITY OF CALIFORNIA HAAS SCHOOL OF BUSINESS, Berkeley, CA 1996
MBA

CALIFORNIA INSTITUTE OF TECHNOLOGY, Pasadena, CA 1990
B.S. Electrical Engineering

DALLAS THEOLOGICAL SEMINARY, Dallas, TX 2005 – 2008
Coursework toward ThM degree

SELECTED MEDIA COVERAGE

<http://arkansasnews.com/news/arkansas/pine-bluff-charter-school-expected-grow-official-says>

<http://www.arkansasonline.com/news/2014/jan/10/education-board-upholds-decision-denying-redfield-/>

JASON DANIEL BERNAL

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EXPERIENCE

Responsive Education Solutions

Lewisville, TX

Superintendent – Premier High Schools

June 2019 – Present

- Establish and implement strategic goals and objectives that focus on student growth and achievement.
- Select, supervise, monitor and evaluate the performance of school Regional Directors and Campus Directors at all schools.
- Work with campus-based leadership teams and the finance department to ensure all schools are fiscally responsible.
- Improve school performance through data-driven accountability, coaching and professional development.
- Collaborate with marketing teams to recruit and retain students.
- Assist schools in accessing various department resources to address campus needs.
- Deliver regular status briefings on all schools to the Responsive Education CEO.

Houston Independent School District

Houston, TX

School Support Officer

January 2017 – June 2019

- Supervise, coach and evaluate performance of 12 campus principals.
- Coach principals on identifying, creating and ensuring effective process and procedures for their campus.
- Set measurable and achievable goals with campus principals focused on student academic growth, teacher growth, and school safety.
- Lead instructional rounds at each campus and work with school teams to develop improvement strategies.
- Facilitate the coaching and mentoring of new principals
- Implement policies established by federal and state laws, State Board of Education rule, and local Board policy in the areas assigned.
- Oversee local, state, and federal budgets.
- Process concerns expressed by parents, personnel, and other community members.

Houston Independent School District

Houston, TX

Chief School Officer

June 2015 – January 2017

- Recruited, selected, supervised, monitored and evaluated the performance of school support officers and principals at all level schools
- Appraised principals in accordance with district and state policies
- Represented the superintendent of schools as an official of the district. Communicated the district's initiatives and strategies for increasing student achievement and promoting the district as a whole.
- Assisted school-based leadership with the planning and implementation of the School Improvement Plans, including training for shared decision-making practices, conflict resolution, and parent and community participation
- Assisted schools in accessing available instructional, supervisory, and facilities management resources including preparing and monitoring of budgetary allocations for schools and staffing reports
- Delivered regular status briefings on all schools overseen to the Superintendent, HISD Cabinet, and the Board of Trustees
- Improved schools through data-driven accountability, coaching, and professional development
- Developed campus leadership teams to improve management efficiency

YES Prep Public Schools

Houston, TX

President and CEO

June 2011 – May 2015

- Establish and lead YES Prep’s philosophy, mission, strategy, priorities, and annual goals and objectives.
- Implement the strategic goals and objectives of the district and providing on-going reports to all stakeholders.
- Manage and coach six direct reports (vice presidents) who are collectively responsible for management of 700+ administrators, supervisors, principals, teachers, and all other persons employed in either the business management or the instructional activities of district.
- Build and maintain strong, effective relationships with Board members, fellow Superintendents, supporters, and other key constituents.
- Proactively identify and respond to both opportunities for and risks to the district. Successfully negotiated and implemented partnership agreements with Aldine ISD, KIPP Houston, North Forest ISD, and Spring Branch ISD.
- Oversee a budget of \$100 million.
- Perform all the duties and accept all of the responsibilities required of a Superintendent/President as prescribed by the Education Laws of The State of Texas and the rules and regulations of the YES Prep Board of Trustees.

YES Prep Public Schools

Houston, TX

Chief Operating Officer

August 2009 – June 2011

- Developed and oversaw implementation of a strategic management plan that sustained the operational health and stability of YES Prep Public Schools.
- Organized and managed district-wide operations, including risk management, facilities planning and development, maintenance, employee benefits, food, transportation, and other related functions.
- Directed the implementation of systems for the accurate tracking and timely reporting of critical data such as PEIMS, Comp Ed, T-Stem, CREDO Plan, and others.
- Assisted in the development of the YES facilities plan and directed its administration including contract negotiation, documentation, prioritizing, design, construction, security, and maintenance of real estate.
- Directed the administration of food and transportation services for all campuses, including, but not limited to, menu planning, bus routing, accurate counting, and claiming of state funds.
- Maintained close working relationships with other members of Home Office Team, principals, and relevant campus staff to ensure exchange of best practices, coordination of efforts, and support for the operations department.
- Supervised and evaluated eight direct reports, including providing coaching and mentoring to direct and indirect reports by assisting them in developing their goals for the year and monitoring their progress throughout the year.

YES Prep Public Schools

Houston, TX

Head of Schools

August 2010 – June 2011

- Assisted principals in setting strategy and driving each functional area – student achievement, program, operations, finance, campus culture.
- Worked with principals and campus leadership teams to create Campus Strategic Goals (CSGs) that were ambitious and aligned with YES Prep vision and organizational direction.
- Developed appropriate action plans for implementing individual campus strategy.
- Partnered with home office staff to develop system-wide strategic plans and supported principals with effective implementation processes.
- Worked with principals to develop individualized professional development plan.

YES Prep Public Schools – Southeast Campus

Houston, TX

Principal

July 2009 – July 2010

- Effectively led campus to ranking of #68 in the nation by *US News and World Report*
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
- After transitioning to next role, served as coach and mentor for current YES Prep-Southeast School Director.

YES Prep Public Schools – Southwest Campus

Houston, TX

Principal

July 2006 – July 2009

- Effectively “turned around” an underperforming school into one of the top two performing schools in the YES Prep district, as evidenced by: increased enrollment from under-enrolled to a waitlist of over 900 students; improved district exam scores for three consecutive semesters in all grade levels and subjects; increased state exam scores

for three consecutive years, which earned an “Exemplary” rating by the Texas Education Agency for the 2008-2009 school year; increased parental involvement; and increased staff, parental, and student contentment.

Accomplished these results through:

- o Revised school schedule to improve state testing and district testing results – specifically in math and reading;
 - o Improved meeting system to ensure accountability and strengthened communication between school administration and instructional staff;
 - o Created and oversaw parent organization that successfully fundraised and volunteered for school;
 - o Created school discipline system that effectively rewarded students for accomplishments and good behavior;
 - o Modified the after-school program that enhanced homework accountability and parent involvement;
 - o Enacted school-wide initiative promoting positive behavior intervention strategies which directly related to the improvement of behavior and higher achievement in classes’
 - o Created school-wide community service initiative.
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
 - Served as coach and mentor for future YES school leaders, providing increased responsibility and ongoing feedback to rising leaders.
 - Based on successful turn-around at YES Prep-Southwest, selected as school director of YES Prep-Southeast to improve scores and culture.

YES Prep Public Schools – North Central Campus

Houston, TX

Founding Principal

July 2003 – June 2006

- Earned “Exemplary” rating from Texas Education Agency in first year of operation.
- Recruited staff and students to start second campus of YES Prep Public Schools.
- Planned and directed campus instructional program by observing classroom instruction on a regular basis, conferencing with staff, and carefully analyzing assessment data-related to student performance.
- Planned, implemented, and evaluated a comprehensive program of personal guidance designed to assist students in achieving optimal success on all fronts.
- Oversaw an annual budget based on program needs, estimated enrollment, staffing, and other fiscal needs and with allotted amounts, implemented programs, maintained fiscal control, and accurately and responsibly reported all fiscal information.
- Supervised and evaluated the performance of professional and paraprofessional staff members assigned to the campus.
- Created community service program for all students.

YES Prep Public Schools

Houston, TX

Middle School Teacher

January 1998 – June 2003

- Taught 6th grade World History, 7th grade Texas History and Introduction to American History.
- Taught 6th and 7th grade Spanish classes.
- Served as Spanish department chair. Responsible for overseeing and implementation of curriculum and mentoring new teachers.
- Served as 7th grade-level chair. Responsible for overseeing all aspects of the 7th grade including academic probation, tutorial sessions, development and implementation of curriculum, mentoring new teachers and serving as the official liaison between the 7th grade and administration.
- Coordinated school-wide after school program consisting of 23 clubs and sports for approximately 400 students.
- Coached high school baseball team.

EDUCATION

Sam Houston State University
Masters of Education in Administration

Huntsville, TX

Montana State University – Billings
Bachelor of Arts, Spanish
Minor in History

Billings, MT

MEMBERSHIPS

Families Empowered
Board Member

Houston, TX
July 2014 – Present

- Families Empowered is a nonprofit organization founded to support the escalating number of families searching for a great school for their child.

Pahara Institute
Fellow

San Francisco, CA
February 2014 – Present

- The Pahara Institute is a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high potential leaders who are reimagining public education, so that every child in America has access to an excellent public school.

American Leadership Forum
Fellow

Houston, TX
February 2013 – Present

- ALF's mission is to join and strengthen diverse leaders to better serve the public good. The Fellows Program strengthens Fellows' capacity to address public issues collaboratively and builds a strong leadership network. Fellows are nominated by peers and selected by ALF.

JOE DEPROSPERO

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214-437-4534 ▪ jdeprosp@yahoo.com

SENIOR FINANCE EXECUTIVE

Extensive background in financial leadership within a variety of environments, including C-level and VP-level roles/responsibilities. Consistent track record of achievements in finance and other functional areas, including profit growth, operations expansion, company acquisition, sale and IPO, and supply chain success. Recipient of multiple awards and recognitions. MBA degree.

Overview:

Insightful, pragmatic senior executive who maintains a forward-thinking approach to organizational growth, including strong partnerships between finance and other business functions. Sharp planner and analyst with sound decision-making skills; consistently effective in ensuring robust bottom-line performance. Highly effective builder and leader of top-performing teams; respected partner and confidant to C-level and senior management team members. Success in implementing systems, tools, and procedures to create solid financial frameworks.

Core Competencies:

Full Financial Statement Accountability; Financial & Business Planning; IPO/M&A Preparation; Budgeting, Forecasting & Modeling; Strategic & Analytic Rigor; Relationship Building; Profitability; Team Building & Leadership; Treasury Operations; Strategic Partnerships/Alliances; Fact-Based Decision Making; Balanced Scorecards

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS – Lewisville, TX – 2023-Present

Non-profit charter management organization including approximately 100 campuses and over 20,000 students with revenues of approximately \$300 million

Chief Financial Officer - Texas

Hired as CFO after serving as a volunteer on the Board of Directors for five years. Responsible for the activities and output of a department of 30 including general ledger, purchasing, accounts payable, payroll, financial systems, and financial planning & analysis. Leveraged prior business experience coupled with learned knowledge of the education industry to help lead ResponsiveEd Texas from a slight financial deficit to a material surplus in the first full year of tenure. At the same time, ResponsiveEd Texas improved their Charter FIRST (Financial Integrity Rating System of Texas) rating from a “B” in the previous year to a Superior Achievement “A” rating.

- **Realigned the department** upon hire to better utilize the strengths of the Finance team members to improve overall department performance, service, and effectiveness. Implemented process improvements and controls to enhance the accuracy and timeliness of reported financial results.
- **Reengineered the budgeting process** to make it more driver-based, collaborative and enhance the accountability for campus leaders and corporate department heads.
- **Implemented a forecasting process** that enables Executive leadership to understand the projected surplus/deficit of the charters as well as individual campuses to make decisions that balance fiscal responsibility with providing the best education possible to students.
- **Created a long-range plan model** the organization will use to understand future financial results and cash flow to inform projected financing needs to facilitate continued campus growth.
- **Developed the new campus pro forma model** used to evaluate projected financial results with relevant downside scenarios.
- **Focused on electronic payments** including ACH and virtual payables to dramatically reduce the number of paper checks and increase the proportion of electronic payments from negligible to over 70%.
- **Delivered presentations** to various stakeholders including the Board of Directors, Executive leadership, Brand Superintendents, new campus leaders and external partners including Standard and Poor’s.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ:PLAY) – Dallas, TX – 2006-2023

\$2 billion owner of 200+ entertainment complexes nationwide including both Dave & Buster's and Main Event brands

SVP Finance, 2022-2023 ♦ SVP Finance & Supply Chain, 2020-2022 ♦ SVP Supply Chain & Business Development, 2019-2020 ♦ CFO (interim), 2018-2019 ♦ VP of Finance, 2010-2018 ♦ AVP of Finance, 2006-2010

Progressed through increasingly responsible leadership positions. As Interim CFO, directed all aspects of Finance, Accounting, Internal Audit, Investor Relations, and Purchasing functions. Led team of 5 direct and 70+ indirect reports. Established and executed the overarching Finance strategy to align with top business goals.

As SVP, VP and AVP of Finance, hired and led top-performing team covering Corporate Finance, Operations Finance, Treasury, and Asset Protection areas. Oversaw all aspects of the financial planning process, including development of budgets, forecasts, and corresponding Board presentations. Created and managed various financial analyses, competitive financial information, and tools/methods for decision-making purposes. Built and maintained banking relationships. Led the Finance team through the integration of the acquired 50-unit Main Event Brand.

As SVP Supply Chain & Business Development responsible for purchasing and distribution of food & beverage items, redemption prizes and operating supplies & equipment. During COVID timeframe led closure and reopening of stores along with procurement of sanitation supplies. Implemented 9' x 40' LED "WOW Walls" in 50 stores.

- **Played key roles in company adjusted EBITDA growth from \$70M to nearly \$500M (2006 to 2022).** Evolved the internal culture from an entrepreneurial model to a fact-based, decision-making culture.
- **Enabled \$850 million acquisition of the 50-unit Main Event brand,** including creating the Dave & Buster's long-range plan, modeling synergies, conducting diligence, and collaborating with consultants. Named SVP Finance for the combined company after the transaction was completed in 2022.
- **Coordinated due diligence for private equity sale/IPO,** including validating documents, preparing unique insight, and maintaining virtual data room used by potential buyers/investors. Contributed to sale to private equity firm in 2010 and successful IPO in 2014.
- **Created and implemented the long-range plan model** used for developing strategic plans and communicating projected business outcomes to both the Board of Directors and investment banks.
- **Managed the company capital structure** via refinancing the credit facility multiple times, hedging interest rates, initiating the share repurchase program, and implementing the company dividend.
- **Refined new store pro forma model to facilitate new store investment decisions,** with Dave & Buster's store counts increasing from 47 to 150+ and cash-on-cash returns consistently reaching over 40%.
- **Created analytical tools used to make decisions and inform results,** including pre-to-post net of control framework, ROI tool, competitive information, and Board / management meeting presentations
- **Designed Balanced Scorecards used to evaluate overall performance** at store, region, and company levels as well as designate General Manager and Operations Director of the Year awards.
- **Performed investor relations functions,** including delivering quarterly earnings calls, investor presentations, analyst calls and individual investor meetings. Validated quarterly SEC filings.

ARBY'S RESTAURANT GROUP – Atlanta, GA – 2005-2006

\$1.1B operator of Arby's with 3,500+ company and franchised restaurants.

Director of Planning & Analysis

Hired to navigate the integration of Arby's parent company and the recently acquired largest franchise company in the U.S. Directed team of 5. Presented actual results and planning assumptions to senior leadership and parent company Triarc. Evaluated performance of marketing and presented results to the Operations Region Council.

- **Led all aspects of the budget process following 750-restaurant acquisition** of the former largest restaurant franchise in the U.S. (RTM Restaurant Group).
- **Built complex integrated planning model** that included long-range plan income statement, balance sheet, statement of cash flows, free cash flow, capital forecast, and debt covenant calculations.

CARLSON RESTAURANTS WORLDWIDE (TGI Friday's) – Dallas, TX – 2001-2005/1996-2000

\$1B operator of TGI Friday's and Pick Up Stix restaurants, with 800+ company / franchised restaurants in over 50 countries.

Director of Financial Analysis, Friday's USA (2001-2005) ♦ Manager, Financial Analysis, International (2000)

As Director of Financial Analysis, served as the finance leader for the largest business unit in the company (TGI Friday's USA), reporting to the COO. As Manager of Financial Analysis, prepared operational analyses for over 150 international restaurants, presenting financial information to the CEO, COO, and CFO monthly.

- **Earned the Presidential Diamond Gold Star award**, representing the highest honor for a Carlson Restaurants Worldwide employee. Additionally garnered Order of the Golden Rose nomination, the highest honor for a Carlson Companies employee.
- **Distinguished as an 8-time recipient of the Vice-Presidential Gold Star** from CFOs, COOs, and the VP of Marketing for a series of achievements throughout tenure.
- **Served on the TGI Friday's USA Concept Team** with the COO, VPs of Operations (6), and the VP of HR
- **Created and maintained Restaurant and Director of Operations Balanced Scorecard** that defined company success by measuring performance and facilitating pay for field bonus compensation.
- **Partnered with marketing to design successful marketing promotions** that included "2 Can Eat for \$19.99" and "Three Course Menu for \$12.99" as well as Atkins and Better for You initiatives.

PRIOR CARLSON RESTAURANTS POSITIONS: Senior Financial Analyst, Capital Planning, 1999-2000; Manager of Accounts Receivable, 1998-1999; Senior Analyst, Accounting & Systems, 1998; Sales Analyst, 1997-1998; Receivables Accountant, 1996-1997. ** Senior Financial Analyst, Nortel Networks, 2001 **

EDUCATION & VOLUNTEER EXPERIENCE

Master of Business Administration – University of Georgia – Athens, GA – 3.9 G.P.A., Top 20% of Graduating Class
Bachelor of Science, Business Finance – University of Florida – Gainesville, FL – 3.6 G.P.A., Honors Graduate
Board of Directors - Responsive Education Solutions – Non-profit charter school organization with approximately 100 campuses and 20,000+ students – 2019-2023

VICE PRESIDENT OF FINANCE

Planning & Forecasting ▪ Multi-unit Enterprises ▪ Capital Planning & ROI ▪ Financial Analysis and Modeling

Multifaceted, service-oriented leader with 30+ years of experience in multi-unit corporations successfully performing Finance department functions to meet and exceed performance targets. Engages as a strategic and creative team member with sharp analytical and decision-making skills to problem solve and bring favorable results to the department and the company. Adept financial modeling, reporting and deck building skills.

Core Competencies:

- Initiative Driven Annual Operating Planning
- Detailed Unit-Level Budgeting
- New Unit Underwriting Models/ROI
- Long Range Planning
- Key Performance Indicators (KPI) Analysis
- Analytical Person / Creative
- Detailed Revenue Reporting and Forecasting
- Full P&L Accountability
- Treasury Operations
- Strong Analytic Ability
- Team Leadership; Leads by Example

CAREER SUMMARY

BLUE LEARNING - CHARTER MANAGEMENT ORGANIZATION, Dallas, TX

April 2024 to Present

Joined a public sector non-profit charter school management organization to provide financial leadership and insights to Responsive Education Solutions, a large charter school company operating three school districts in Texas including 100+ brick & mortar campuses and a virtual school with 4,000+ students enrolled.

VICE PRESIDENT OF FINANCIAL PLANNING AND ANALYSIS

Using 30+ year experience in private sector corporate finance positions to ensure the organization remains financially stable and optimizes the use of funds toward the organization's mission to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

- ◆ Lead in the development of a detailed and sound annual operating budget for all campuses and administrative departments.
- ◆ Provide financial proforma modeling and ad hoc analysis to effectively assess the financial viability of proposed initiatives and new campus growth opportunities.
- ◆ Analyze revenue and expense trends and provide insights and improvement recommendations to the organization's leadership
- ◆ Partner with the VP of Marketing to optimize investment in media spend to promote healthy school brand recognition and achieve campus enrollment across the system.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ: PLAY), Dallas, TX

2009 to February 2024

Built a strong career of accomplishments and responsibility progression as a leader on the corporate Finance team of this full-service restaurant, arcade, and bowling entertainment firm grown to 200+ locations and two billion in sales in the US, Puerto Rico, and Canada.

SENIOR DIRECTOR OF FINANCE, 2022 to 2024

Promoted to continue delivering on current responsibilities plus provide executive management consolidated financial reporting and forecasting following the acquisition of Main Event Entertainment, a former competitor in the "Eatertainment" industry.

- ◆ Performed due diligence work on the successful acquisition of Main Event Entertainment in 2022 and played a key role at closing ensuring accurate funds transfer to all related parties as per the terms of the agreements.
- ◆ Successfully combined financial modeling from two brands for total company consolidated reporting and forecasting used in support of BOD presentations, earnings releases, and monthly business reviews.

DIRECTOR OF FINANCE, 2009 to 2022

Leveraged modeling skills, analytical abilities, business acumen, industry expertise and 100% commitment continually for 13 years to effectively deliver on the functions of the Finance department aiding impressive company growth from a 52 location \$520M revenue firm in 2009 to a 152 location \$1.9B revenue enterprise in 2022 with adjusted EBITDA growing from \$75M to nearly \$500M.

- ◆ Partnered with the VP of Finance to direct the company's financial process which included the annual operating plan, monthly forecasts, and business reviews with the executive team. Prepared presentations of the financial results and forecasts for the Board of Directors meetings.
- ◆ Continually developed and leveraged a team of managers and analysts to provide support to all facets of the organization.
- ◆ Directed the store budgeting process deploying a robust template that provided each business unit manager a fact based, aggressive and yet achievable detailed operating P&L aligned to the overall company annual operating plan. The template provided comparisons to the previous year performance, a breakdown of weekly revenue targets, and extra focus and reporting on the components of COGS and hourly labor to promote the proper management of these two key controllable expense lines.
- ◆ Key player on a retained skeleton management team chosen to navigate the company through the COVID pandemic responsible for cash management, detailed cash forecasting and reporting, insightful revenue reporting and forecasting, and quarterly rather than annual unit-level budgeting.
- ◆ Provided insights to leadership on comparable store sales performance on a daily, weekly, monthly, and quarterly basis breaking down the business into sales categories and channels as well as the impact from pricing, NSO cannibalization, holidays, weather, competition, promotions, initiatives and remodels or relocations.
- ◆ Effectively led the Treasury team and functions for 9 years which entailed opening over 100 new store depository accounts, daily cash concentration and transfers, cash forecasting, and managing a \$500 million revolver to meet the organizations daily cash requirements while minimizing interest. Also included setting up and managing LOCs, keeping favorable relationships with the depository banking partners and our credit facility banks, completing RFPs to lower bank account fees. The treasury function was continually performed in accordance with internal and SOX control standards.
- ◆ Prepared balanced scorecards to evaluate performance on key KPIs (Revenue, Profit, People, Guest Satisfaction) at store, region and company levels as well as designate General Manager and Operations Director of the year awards.
- ◆ Devised, presented, and implemented food and beverage menu pricing across differing US and Canadian markets for both the Walk-in and Special Events to offset operating cost inflationary pressures and position the menu offerings optimally to drive revenue and margin in the competitive space.
- ◆ Collaborated with Amusements and IT to enhance a games data warehouse resulting in better KPI reporting, tighter management of the companywide game inventory, and more insightful new game performance testing. Developed an at-the-game pricing model based on game utilization rates, payout value type, and individual game characteristics.
- ◆ Devised, market tested, and implemented arcade game-card pricing change that increased amusement revenues \$3M or approximately 1%
- ◆ Reviewed and provided guidance on entering electricity and natural gas contracts to lock down utilities costs in markets when believed favorable.
- ◆ Built and supported a self-contained new site proforma model used by Real Estate Development to effectively evaluate hundreds of potential sites efficiently, while facilitating the presentation of underwriting cases to the Real Estate Committee; Model supported 100+ store openings with cash-on-cash returns consistently reaching over 35%.
- ◆ Provided financial modeling and analytics on a team that successfully deployed a smaller-format D&B allowing penetration into smaller US markets to capture impressive cash-on-cash returns (above 35% on average), a key company growth mechanism in recent years and for the future.
- ◆ "You Got It" culture pillar award winner in 2014.

METROMEDIA RESTAURANT GROUP & METROMEDIA STEAKHOUSES CO. Plano, TX

2005 to 2009

Gained valuable restaurant industry experience in this older multiple-concept restaurant company (Concepts: Bennigan's, Steak and Ale, Ponderosa, Bonanza).

DIRECTOR OF FINANCE, 2008 to 2009

- ◆ Developed the Annual Operating Plan and five-year plan.
- ◆ Provided key daily, weekly, and monthly financial analysis and metric reporting to executive leadership.
- ◆ Worked closely with Marketing to perform breakeven analysis on all promotions to set incremental sales and customer traffic targets. Built menu model to analyze the P&L impact on profit margins. Performed analysis (PPNOC) to measure a given promotion's level of success.
- ◆ Performed Ad hoc reporting across all areas of the business.
- ◆ Provided ROI analysis and decision-making support on proposed new store openings, closures, and other real estate related activities.

DIRECTOR OF CONCEPT FINANCE, 2005 to 2008

- ◆ Managed 3 finance managers to support 4 well established restaurant concepts and a start-up concept.
- ◆ Development of the company Annual Operating Budget and five-year plan.
- ◆ Built business modeling tools for corporate and field operators to promote improved restaurant financial results including a BOH labor model to optimize staffing levels achieving increased productivity and labor savings of 80 bps of Food revenue.
- ◆ Managed a \$6M maintenance capital budget; managed a team of 4 facilities managers responsible for maintaining the restaurant properties and equipment to company standards.

FEDEX KINKO'S INC, Ventura CA & Dallas TX

1993 to 2005

Accomplished job progression and gained broad experience in my 12 years with this 850+ multi-unit nationwide company.

MANAGER, SALES FINANCE 2003 to 2005

Partnered with Sales leadership in support of the achievement of the commercial segment's goals. Managed a team of 4 responsible for accurately crediting the sales of the field's 500 sales representatives for commission compensation.

- ◆ Evaluate and approve major commercial account deal terms to ensure alignment with company targets.
- ◆ Streamlined department workflow practices and procedures resulting in savings from both a reduction of overtime costs and one less FTE.

SENIOR FINANCIAL ANALYST, 2002 to 2003

Analyzed real estate development projects and capital spending to ensure the company's return on investment hurdles and long-term strategic goals were being met.

- ◆ Performed financial pro-forma and return analysis for more than 150 real estate projects with annual capital spend of \$55M. Provided decision support to the Executive Real Estate Committee.
- ◆ Implemented a "Watch List" to find poor performing stores approaching asset impairment. Worked with field operations to develop turnaround action plans.

PRODUCT MANAGEMENT – NEW PRODUCTS SR. ANALYST, 2001 to 2002

Joined Product Development team to successfully launch a new Digital Photo product offering.

- ◆ Launched 10 prototype Digital Photo Centers in Salt Lake City with cutting edge digital photo printing technology.
- ◆ P&L responsibility for fleet of 800 photo-printing kiosks generating revenue of \$15M annually.
- ◆ Developed revenue and cost models to decide new product pricing strategies.

PROGRAM MANAGER – OPERATIONS SUPPORT, 1999-2001

Managed the prompt and cost-effective implementation of revenue generating and cost controlling programs to field operations.

- ◆ Organized and led cross-functional teams to implement programs such as Branch Operations Assessments, Digital Photo kiosks and vending machine installations in 700+ stores nationwide.

SR. FINANCIAL PLANNING ANALYST, 1997-1999

Focused on implementing changes to improve company growth and profitability.

- ◆ Conducted market price testing that was adopted nationally resulting in \$20M in incremental annual revenue.
- ◆ Performed utilization analysis of store production equipment and recommended strategies to reduce costs through effective placement.
- ◆ Redesigned the revenue recording interface resulting in improved data integrity, improved reporting and analysis and more efficient POS transaction processing in stores.

STAFF AUDITOR, 1995 to 1997

Conducted internal control audits of many areas of the business with an emphasis on store cash controls and operational audits.

P&L ANALYST, 1993 to 1995

EDUCATION & SKILLS

SAN DIEGO STATE UNIVERSITY

Bachelor of Science - Business Administration / Finance

Technical Skills: Microsoft Office suite, Teams, Power BI, banking web-portals, OnBase, PeopleSoft, Nvision

Dr. Kendahl Herron

Education
Administration

Contact

Address

784 Emerald HTS Lavon, TX
75166

Phone

(501) 908-6371

E-mail

kendahlowoh@yahoo.com

Skills

Case management

Budgeting

Strategic planning

Relationship building

Contract Management

Financial Management

Project Management

Grant writing

Operations management

Consulting

Microsoft Office Specialist
(MOS) Expert

Successful Executive Director with over 20 years of demonstrated ability in delivering mission-critical results. Offering outstanding communication and cross-culture team management skills. Entrepreneurial attitude for optimal profitability. Ambitious team leader adept at creating strategic alliances with organizational leaders and effectively aligning with and supporting key business initiatives.

Work History

2022-07 -
Current

Executive Director of Student Services

Responsive Education , Lewisville, TX

- Academic and Fiscal oversight of Federal Programs (Title I, Title II, Title III, and Title IV) and Special Populations (Special Education, Dyslexia, Bilingual/ESL).
- Drive strategic improvements to enhance operational and organizational efficiencies.
- Foster work culture of collaboration and inclusion to increase morale and reduce turnover.
- Work closely with organizational leadership and board of directors to guide operational strategy.
- Exercise appropriate cost control to meet budget restrictions and maximize profitability.
- Align department vision, goals, and objectives with company strategy to achieve consistently high results.
- Build and maintain strong company teams by hiring and training qualified staff to create positive and productive work environments.
- Monitor compliance with laws and regulations to protect organization from legal liabilities and penalties.
- Cultivate company-wide culture of innovation and collaboration.
- Collaborate with legal, accounting and other professional teams to review and maintain compliance with regulations.

2021-07 -
Current

Executive Director of Special Populations

Desoto Independent School District, Desoto, TX

- Negotiated new annual contracts and service

- agreements with vendors to achieve prime pricing.
- Provided exceptional counseling, case management, education and job training to diverse client base.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Supervised writing of all grant applications and checked information for accuracy prior to submission.
- Devised new promotional approaches to boost customer numbers and market penetration while enhancing engagement and driving growth.
- Evaluated service contracts and collaborated with legal counsel on negotiated improvements.
- Aligned department vision, goals and objectives with company strategy to achieve consistently high results.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Created promotional materials and provided insightful information to social media, websites and print media to educate public.
- Worked closely with organizational leadership and board of directors to guide operational strategy.
- Grew Special Populations team by sourcing well-qualified employees using new recruitment strategy.
- Interviewed, supervised and motivated 40 staff members to achieve optimal productivity.
- Improved operations through consistent hard work and dedication
- Resolved conflicts and negotiated mutually beneficial agreements between parties
- Managed team of employees, overseeing hiring, training and professional growth of employees
- Monitored company inventory to keep stock levels and databases updated

2017-07 -
2021-05

Senior Director of State and Federal Programs

Edgewood Independent School District, San Antonio, TX

- Prioritized and allocated valuable resources to meet organizational goals.
- Instituted formal operating procedures and enforced adherence to policies and regulations that impacted achievement and bottom line.
- Revamped operational plans to refocus staff and align processes with organization objectives.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Planned and integrated project and program schedules.
- Set and administered \$6M yearly budget with no excessive carry-overs.
- Evaluated service contracts and collaborated with leadership and on negotiated improvements.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Performed continuous evaluations of business facility, teams and policies to keep operations efficient and consistent.
- Exercised appropriate cost control to meet budget restrictions and maximize profitability.
- Set strategic plans and improvement plan goals to strengthen operations and drive growth.
- Participated in continuous improvement by generating suggestions, engaging in problem-solving activities to support teamwork

2015-12 -
2017-06

Director of Special Programs

Southside Independent School District, San Antonio, TX

- Supervised activities of teams, related services and external programs.
- Led and guided program planning, coordination and evaluation.
- Identified priorities for program improvement based upon analysis of data and achievement indicators.
- Assisted with preparation and administration of service budget.
- Prepared drafts of needed board policies and administrative rules.
- Defined clear targets and objectives and communicated to other team members.

- Controlled resources and assets for department activities to comply with federal and state regulations.
- Trained and developed personnel
- Established performance goals for employees and provided feedback on methods for reaching those milestones.
- Reduced workflow inconsistencies by recruiting and hiring capable staff members.
- Implemented co-teaching Pre-K through 12. Integrated PPCD and Pre- school classrooms.

2012-08 -
2015-05

Director of Federal and State

Davenport Community Schools, Davenport, IA

- Visited schools and classrooms regularly and confirmed proper implementation of programs and instructional, research-based practices.
- Managed a \$6 million Title I budget for a district of 30 schools and 16,000 students to include 11 Title I schools.
- Managed \$900,000 Title II budget.
- Co-Supervised 30 principals, 24 nurses, 16 School Administrator Managers, 12 Family Involvement Liaisons for all state and federal program requirements.
- Implemented a Greater Achievement Plan to assist struggling readers which lead to a substantial increase in performance on state assessments.
- Directed long-range planning, organization, evaluation and coordination of district's educational and special funded programs.
- Developed, implemented and evaluated high-quality, research-based professional learning.
- Oversaw state-mandated and district assessment systems and aligned with state standards and federal regulations.
- Led districtwide continuous improvement of student achievement and oversaw accreditation processes.
- Defined clear targets and objectives and communicated to other team members.
- Cultivated positive rapport with fellow employees to boost company morale and promote employee

retention.

- Streamlined and monitored quality programs to alleviate overdue compliance activities.
- Supervised site investigations, reported issues and escalated those that required further assistance.
- Established team priorities, maintained schedules and monitored performance.

2009-11 -
2012-06

National Special Education Director

Mosaica Education, Inc , DC, PA, IL, GA, MI, NC, OH

- Provided special education guidance regarding instruction and compliance for urban school districts across the United States
- Recruited and supervised MEI shared time coordinators, teachers, and service providers
- Directed and supervised special education funding, services and activities for students
- Developed daily schedules and assign daily tasks for special education teachers, social workers, psychologist, occupational therapists, physical therapists, and speech pathologists
- Provided professional development to special education staff and practitioners on best practices in special education
- Customized professional development for special education and general education staff
- Provided training and guidance to instructional coaches regarding special education instruction
- Assisted with schedules and special education service logistics
- Guided staff on individual education programs (IEPs) development, goals and objectives
- Provided guidance to schools in response to authorizer state determinations or reviews
- Provided guidance to schools when data indicated intervention
- Completed state assessment achievement summaries for special education sub-group
- Provided guidance to Response to Intervention (RTI) teams regarding intervention process
- Assisted in development of local procedures documents/manuals for Special Education

operations

- Completed full or partial file audits with feedback and plan for improvement
- Maintained meticulous documentation for audits and regulation compliance
- Collaborated directly with Chief Academic Officer, Chief Operations Officer, and
- Chief Financial Officer to develop and implement a budget for programs and services in compliance with applicable federal and state laws
- Implemented special projects such as progress monitoring, related services management, and clean-up efforts for 36 schools
- Redesigned struggling school system and led transformation to highly-functional and student-oriented district
- Spearheaded and implemented organizational structures that significantly increased efficiency and productivity with communication and timeliness of reviews and meetings
- Successfully negotiated contracts with outside companies to interview and hire professionals to provide specialized instruction and other related services.

2008-08 -
2009-11

Special Education Teacher and Learning Support Specialist

Manassas Park City Schools, Manassas Park, VA

- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Assisted teachers with classroom management and document coordination to maintain positive learning environment.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Studied and implemented latest information on specific subjects and learning strategies.
- Provided instructional support to students unable to attend regular classes.
- Worked with teachers to optimize learning plans based on student test grades and evaluations.

- Participated in lesson planning and curriculum implementation to promote quicker rollout and delivery.
- Supported planning and preparation for culturally-diverse class sessions.
- Tutored struggling students individually and in small groups to reinforce learning concepts.
- Created lesson materials, visuals and digital presentations to supplement lesson plans.

2005-08 -
2007-11

Special Education Teacher and Coach

Killeen Independent School District, Killeen, TX

- Delivered effective and differentiated classroom instruction to range of neurodiverse students.
- Modified general education curriculum for special-needs students using various instructional techniques and technologies.
- Assisted struggling students to maintain progress levels by designing individualized lesson plans focused on areas for improvement.
- Provided life skills programming for students with moderate to severe autism.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.
- Taught students across multiple classifications and degrees of special needs.
- Redirected students using Positive Behavior Support (PBS).
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Taught reading, language arts and social sciences in self-contained ED and LD classroom.
- Led activities that developed students' physical, emotional and social growth.

2003-05	Bachelor of Arts (BA): Sociology/Psychology <i>University of Central Arkansas - Conway, AR</i>
2006-05	Master of Business Administration (MBA): Human Resource Management <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.52/4.0
2013-05	Doctor of Education: Educational Leadership <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.81/4.0
2014-05	Master of Educational Administration (MEA): Educational Administration <i>St. Ambrose University - Davenport, IA</i> GPA: 3.86/4.0
2021-08 - 2022-05	Executive Leadership <i>Rice University - Houston, TX</i>
2018-01 - 2020-01	School Superintendent <i>University of Texas At Tyler - Tyler, TX</i>

Certifications

Texas Education Agency: Special Education EC-12,
Principal EC-12 Certificate, Superintendent EC-12

Affiliations

Council for Exceptional Children (CEC), Association for Supervision and Curriculum Development (ASCD), National Association of Federal Education Program Administrators (NAFEPA), Texas Association of School Business Officials (TASBO), Association of Compensatory Educators of Texas (ACET), Texas Alliance of School Administrators (TASA), Texas Association of Black School Educators (TABSE), Alpha Kappa Alpha Sorority, Incorporated, Links, Incorporated.

Lauren Fellers

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Education

Ph.D. Measurement, Evaluation and Statistics, 2017

Teachers College, Columbia University, New York, NY

Dissertation Title: *Developing an approach to determine generalizability: A review of efficacy and effectiveness trials funded by the Institute of Education Sciences*

Dissertation Advisor: Elizabeth Tipton

M.A. Educational Psychology: Research and Evaluation Methods, 2010

University of Colorado Denver, Denver, CO

B.A. Psychology, B.B.A. Marketing, 2008, cum laude

Harding University, Searcy, AR

Fellowships

Institute of Education Sciences Postdoctoral Fellowship – New York University

Research Interests

Continuous improvement in education and non-profit settings; Generalizability of experimental and observational studies; Student college and career readiness programs and pipelines; Federal and State Education Accountability

Certificates

What Works Clearinghouse - Group Design Standards Training

Data Camp - Data Scientist Career Track Course Completion

Research and Professional Experience

Executive Director of Assessment and Accountability,

Charter School Programs Grant Project Director

ReponsiveEd

Current position as of February 2019

Supervisor: Dr. Christian Cutter, Chief Academic Officer

- Lead team of 10 direct reports to carry out all aspects of assessment, accountability, data support, and evaluation for a charter management organization operating over 100 schools in multiple states

- Implement school improvement plan for underperforming campuses, directly supporting campus leadership to address student achievement, teacher development, and sustainable high impact campus processes
- Train campus and district leadership to create actionable strategic plans, implementation timelines, and progress monitoring
- Direct department leadership and staff in applying appropriate data analysis and reporting
- Support Chief Officers on funding opportunities, research initiatives, and recommendations from evaluation findings
- Present relevant high impact processes and findings to internal and external audiences
- Manage, coordinate, and report all Charter School Program grant related activities; organizing and preparing data for Annual Performance Report; maintaining and operating budgets; regular meetings to oversee all grant related programs and initiatives
- Brief external evaluators and federal program officer to support the continuous improvement of grant funded programs and activities
- Plan, develop, and implement functions related to formal program evaluation for the district
- Coordinate statistical systems to ensure the timely production of tabular and graphical reports for the purpose of district-wide and campus accountability and evaluation
- Strategic planning for annual reporting of district-wide and campus accountability and evaluation
- Develop and validate data represented in district dashboards
- Build capacity with leadership and staff for data interpretation and application

Director of Data and Research for Virtual Learning

ReponsiveEd

August 2018 - February 2019

Supervisor: Kalese Whitehurst

- Promoted to support Chief Academic Officer on district-wide research and evaluation agenda
- Coordinated campus data systems to track student academic progress and support academic achievement
- Planned, developed, and implemented evaluation of curriculum and other virtual academic programs as they relate to academic achievement

IES Postdoctoral Fellow

New York University

Sept. 2016 – Aug. 2018

Supervisor: Dr. Jennifer Hill

- Collaborated simulation for propensity score estimation using current machine learning techniques including generalized boosted models and regression trees
- Completed online data science and programming courses for advanced skills in R and Python
- Partnered with other departments to create streamlined Introductory Statistics class – created an online game version of some topics (i.e., hypothesis testing)
- Class preparations and project development for graduate course: Data Science for Social Good – creating assignments, presenting topics relating to the practicalities of research and evaluation

Research Intern

American Institutes for Research, Washington, DC

June-Aug. 2015

Supervisor: Dr. Jessica Heppen

- Participated in recruitment of participants and initial qualitative observations of participants for large-scale efficacy trial
- Contributed to data collection, statistical analysis (both quantitative and qualitative), and summary of findings for reports across several projects
- Conducted quality control (replication success) of statistical analysis code for other project team members
- Presented discussion on methods of generalizability to internal Quantitative Methods group

Graduate Assistant

Teachers College, Columbia University, New York, NY

Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Studied meta-analysis methodology and causal inference methods, with a focus on issues of generalization and external validity
- Wrote a literature review of site selection methods used in IES funded Scale-up studies
- Conducted analyses using R, including multi-level models, meta-analysis models, and data visualization
- Contributed literature review, statistical analysis, and layout of grant proposals for NSF and IES requests

Research Assistant

CPRE Teachers College, Columbia University, New York, NY

Dec. 2013

Supervisor: Dr. Elizabeth Tipton

- Conducted evaluation of Thailand IN-STEP science program for Kenan Foundation using Short Interrupted Time Series design with a comparison group
- Drafted report and tables summarizing results

Graduate Assistant

Teachers College, Columbia University, New York, NY

Feb. 2013-June 2013

Supervisor: Dr. Brian Perkins

- Used NVivo software to enter and analyze qualitative data for an evaluation of a school climate survey conducted in 40 schools in Brazil
- Completed written summary of findings for professional report

Evaluation Specialist

The Evaluation Center, University of Colorado Denver, Denver CO

Dec. 2010 – Aug. 2012

Supervisor: Bonnie Walters

- Project lead for Junior Achievement of America (JA) program evaluation, a civic and financial education curriculum
- Created, piloted, and revised tests for JA curriculum using item discrimination and other classical test theory methods
- Carried out study protocol in K-12 classrooms, observing curriculum proctors to complete fidelity of implementation measures
- Completed technical reports and presented findings for clients across numerous projects
- In support of other projects: Conducted individual interviews and focus groups; Tracked and analyzed data for longitudinal analysis; Created survey instruments and interview protocols

Graduate Assistant

The Evaluation Center, University of Colorado Denver, Denver CO

April 2010 – Nov. 2012

Supervisor: Bonnie Walters

- Graduate assistantship allowed for the introduction and training in various statistical and analytic software (NVivo, SAS, SPSS)
- Increased exposure to various research methods and skills such as interviews, writing, project planning, and data collection procedures

Presentations and Teaching

Presentations

Fellers, L. (2022). *Campus Improvement Plans: Use them or lose them. Moving beyond test scores and make improvement continuous.* Topic presented at the annual Texas Public Charter School Association Conference.

Fellers, L. , Tipton, E. (2017). *Does IES Funded Research Represent U.S. Schools Well? An Evaluation of Issues of Generalizability in Grant Funded Research between 2005-2014.* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Tipton, E., **Fellers, L.**, Caverly, S. (2015). *Site Selection in Experiments: A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies* (with E. Tipton & S. Caverly). Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Teaching Assistant: HUDM 5122 Applied Linear Regression Analysis
Teachers College, Columbia University, New York, NY
Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Planned and led weekly SPSS lab and recitation section for a class of 75-100 masters and doctoral students in economics in education, clinical psychology, and bio-behavioral programs
- Held weekly office hours, graded assignments, and coordinated with three other teaching assistants and professor

Teaching Assistant: HUDM 4122 Probability and Statistical Inference
Teachers College, Columbia University, New York, NY
Sept. 2014-Dec. 2014

Supervisor: Dr. Young-Sun Lee

- Planned and led weekly SPSS lab, practice problem sets, and recitation section for a class of 30 students in multiple disciplines across education.

Publications and Technical Reports

Tipton, E., **Fellers, L.**, Caverly, S., Vaden-Kiernan, M., Borman, G., Sullivan, K., & De Castilla, V. R. (2016). Site Selection in Experiments: An Assessment of Site Recruitment and Generalizability in Two Scale-up Studies. *Journal of Research on Educational Effectiveness*, 9(Sup1), 209-228.

Fellers, L., Brodersen, R.M, Walters, B. (August, 2012). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2011-2012*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (December, 2011). *Building Research Achievement in Neuroscience: Interim Evaluation Report*. University of Colorado Denver: School of Education and Human Development.

Brodersen, R.M., **Fellers, L.**, Walters, B. (September, 2011). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (August, 2011). *Junior Achievement Elementary and High School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Paterson, W., Walters, B. (July, 2011). *Goodwill Youth Services: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development

Brodersen, R.M., A., **Fellers, L.**, Walters, B. (March, 2011). *Junior Achievement Elementary and Middle School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Walters, B. (August, 2010). *Goodwill Youth Services: Evaluation Report 2009-2010*. University of Colorado Denver: School of Education and Human Development.

Lisa M Taylor

(469) 446-0284

1301 Waters Ridge Dr., Lewisville, TX 75057

ltaylor@bluelearning.com, www.linkedin.com/in/lisataylor5830

Human Resources Professional Profile

SENIOR HUMAN RESOURCE PROFESSIONAL, TRUSTED ADVISOR, AND EMPLOYEE ADVOCATE recognized for designing pragmatic programs that foster creative thinking and innovation resulting in improved business results within the retail, restaurant, multi-family, franchise, real estate, manufacturing, distribution, education, and third party management consulting fields. Successful track record of developing and inspiring people to realize their potential balanced with promoting a work environment that attracts and retains high-potential talent. Fosters creative thinking and innovation to capitalize on business opportunities, increased productivity, and profitability while focusing on the bottom line.

Employee Relations
M&A Integration
Legal Compliance

Strategic Planning
Change Management
Multi-state/Multi-unit

Benefits/Payroll Management
Performance Management
Recruiting/Onboarding

KEY ATTRIBUTES

- **Business Acumen:** Understands how the business works. Leverages internal and external data and insights to build perspective and balance short-term and long-term trade-offs. Focuses on the current and future customer's needs. Knows the competition and stays aware of trends.
- **Strategic Planning and Execution:** Able to develop distinctive strategies and translate them into clear objectives and action plans; align organization needs and deploy resources, accordingly.
- **Influencing and Negotiating:** Garners acceptance for proposed changes and initiatives. Proficiently negotiates to create best outcome.
- **Team Leadership and Development:** Develops diverse capabilities and enables entrepreneurial thinking/risk-taking. Encourages diversity of talent and accurately appraises performance, provides formative feedback and recognition consistently and timely. Provides superior coaching and demonstrates strong technical knowledge.

CORE COMPETENCIES

- Strong strategic thought leadership
- Superior problem solving/analyses
- Ability to navigate through ambiguity and pivot quickly
- Strong customer focus
- Aspirational Servant Leadership Drive
- Proficient communication skills
- Exceptional business acumen and organizational savvy
- Effective project management abilities

PROFESSIONAL SUMMARY

Blue Learning/Responsive Education Solutions (CMO)

Vice President, Human Resources (November 2020-Current)

- HR Leader for 5 separate non-profit organizations, including 2 charter holders, and 1 for-profit company.
- Manage a team of 21 across these organizations responsible for approximately 3,000 employees.
- Partner strategically with leadership on growth initiatives and management agreements across the U.S.
- Responsible for driving key infrastructure efforts of expansion within each organization to include benefits, recruiting, payroll, compensation, employee relations, operations, and compliance.
- Formulate process and procedures to integrate each organization into our Paylocity HRIS.

ClubCorp

Director of Human Resources (August 2019-September 2020)

- Create strategic plan to drive new culture and leadership for 21,000 employees nationwide.
- Partner with Senior Vice Presidents and General Managers of North and East regions to provide support for 47 Golf and Country Club locations. Initial support of Corporate Office with 350 employees including 50 person call center.

- Managed reorganization of Finance/Accounting department simultaneously with acquisition and onboarding of 5 Golf and Country Clubs from Toll Brothers.
- Monitor and manage furlough of approximately 3,000 employees in 15 states during COVID-19 to include restructure and severance packages where appropriate.

Streetlane Homes PM, LLC (Purchased by Roofstock)

Director of Human Resources, Risk Management, and Compliance (March 2018-July 2019)

- Formulate process and procedures to support new, start up in all areas of Human Resources including talent management, talent acquisition, employee relations, and project management.
- Negotiate and design employee benefit offerings and cost sharing.
- Promote and manage all compliance and employee development training programs.
- Act as legal representative for SOP's and manage defense of all legal claims.
- Report, manage, and coordinate all property insurance claims and repairs with insurance carriers and adjusters.
- Investigate and resolve all property liens with HOA's, County's, and lenders to finalize asset sales.
- Prepare and present due diligence necessary for new investors.

GreyStar, Irving, Texas

Senior Director, Employee Relations and Performance (February 2016- March 2017)

- Managed team of 6 Employee Relations Directors to provide conflict and relationship management, terminations, workplace conduct issues, and other legal action.
- Executed Company's talent management strategy, policies, and procedures in compliance with EEO, federal, and state employment laws in a values-driven, high-performance culture of 12,000 employees.
- Managed the implementation of Qcera LeaveSource software to track an average of 250+ FMLA leaves.
- Served on executive committee to evaluate RFP's which led to the selection of Workday for HRIS needs.
- Evaluated and implemented system to improve communication between Risk Management and LOA team resulting in a 10% reduction of outstanding claims and insurance premiums.
- Managed confidential, anonymous report line to ensure prompt and thorough investigations took place.
- Collaborated with Payroll, Compensation, Recruiting, HRIS, and Risk Management to ensure effective communication took place to mitigate risk and promote employee development and satisfaction.

Century Golf Partners Management, LP, Dallas, Texas, Previously WMC Management (no break in service)

Vice President, Human Resources (March 2005-November 2015)

- Selected to lead newly formed management company (aka Arnold Palmer Golf/APGM) with 53 public and private golf courses and 5,000+ employees across the U.S., reporting directly to the CEO.
- Managed a team of 7 to provide all HR support functions.
- Strategically managed the overnight acquisition and onboarding of 26 golf courses with 2,100 employees.
- Acquired and relocated the corporate office of APGM from Orlando, FL to Dallas, TX one month after Century was formed adding an additional 23 locations with 1,200 employees to the team.
- Evaluated existing benefit strategy and partnered with new benefits brokers to consolidate health plans from 17 providers to 2, resulting in a significant decrease in administrative burden and costs for employer.
- Converted the 401(k) plan and revised employer match resulting in a savings of approximately \$250,000.00.
- Designed and implemented new performance management process. Trained and coached leaders and managers on how to give effective reviews that encourage employee growth.
- Led team to create the policies, procedures, and Employee Handbook for multi-state territory.
- Analyzed and reduced job titles and descriptions from 198 to 42 in accordance with the FLSA.
- Centralized employee records which significantly reduced DOL liability and streamlined the reporting process.
- Managed external relationships with vendors, auditors, legal, EEOC, DOL, and OSHA.
- Negotiated contract for centralized and upgraded timekeeping system with UniFocus at no cost.
- Facilitated rapid two day recruitment and onboarding of 200 employees upon takeover of Disney World Golf.
- Created a consistent, centralized support function for many different owners with differing needs including Walt Disney World Golf, City Municipalities and Native American land owners.

WMC Management Company, LLC, Addison, Texas, Previously Walden Residential (no break in service)

Vice President, Human Resources (2000 – 2005)

- Retained by new private equity owners (Olympus Real Estate Group) to lead the Human Resource function for approximately 4,000 employees in multiple entities including Walden Residential Properties (large, multi-family REIT), Arnold Palmer Golf Management, Hyphen Solutions (residential builders software), Crow Holdings (small real estate investment group of 17 employees), and Allbridge Investments (small commercial real estate investment firm with approximately 30 employees).
- Reported to CFO with responsibility for multiple budgets totaling approximately \$19,000,000 and management of an additional \$100,000,000 in payroll. Previously reported to SVP/General Counsel and the President/CEO, respectively.
- Facilitated retention bonuses, severance packages, dissolution of Employee Stock Ownership Plan, and stock distributions upon conversion of Walden Residential from a public entity to private ownership.
- Expanded the Human Resource department from a team of 8 supporting 1,300 employees to a team of 12 supporting 4,000 employees of 5 separate entities in twenty states including CA, NY, CT, and OH.
- Negotiated the conversion of Payroll/HRIS software at no cost to the company saving \$80,000 in conversion fees plus an additional \$30,000 in annual network hosting and user fees.
- Investigated and resolved misapplied outdated funds through the Internal Revenue Service and several state agencies generating a savings of \$100,000.
- Re-engineered the work compensation program with annual savings of approximately \$100,000 of insurance premium reductions.
- Successfully held off a union organizing attempt in CA.
- Managed contract negotiations and vendor selections for insurance, payroll, unemployment, background screening, and employee award programs.

**Walden Residential Properties, INC, Dallas, Texas
Manager, Human Resources (1998-2000)**

**Pearle Vision, INC., Dallas, TX (1994-1998)
Supervisor, Human Resources (1996 – 1998)
Human Resources Assistant (1995 – 1996)
Franchise Department Coordinator (1994-1995)**

Education

University of Texas at Arlington

Bachelor of Business Administration in Business Management

Human Resources Professional Development Class/SHRM

Senior Professional Human Resources Certification/SHRM

MICHAEL TERRY

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Educational Leadership | Constituency Relations | Strategic Planning

PROFESSIONAL EXPERIENCE

RESPONSIVEED – Lewisville, Texas 2016-present
Superintendent, Founders Classical Academies

- Provide programmatic supervision for Founders schools in Texas and Arkansas
- Oversaw rapid growth of business unit from six to twenty-plus classical charter campuses since 2016 with a focus on building an understanding of knowledge, virtue and liberty in our students
- Conduct cost-analysis and produce multi-year budget projections for new school launches
- Supervise expansion of new campuses
- Plan and supervise budgets for business unit
- Oversee recruiting and hiring of school leaders and teachers

AMERICAN TEACHER INITIATIVE – Lewisville, Texas 2016-2022
Director

- Oversaw creation and development of teacher recruitment and training initiative focused on placing teachers in schools dedicated to knowledge, virtue, and liberty
- Planning two-week training program each year
- Trained and deployed 500 new teachers in its seven years of activity
- The initiative continues to operate as the Founders Teacher Initiative within the Founders Classical Academy brand with my supervision.

RESPONSIVEED – Lewisville, Texas 2015-2016
VP of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Managed community relations initiatives

UPLIFT EDUCATION – Dallas, Texas 2012-2015
Director of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Responsible for planning and implementation of teacher performance pay program
- Managed public relations, marketing, employee communications and community relations team, including new school outreach in primarily Latino communities
- Served as a thought-partner with assistant superintendents and school directors on the parent-school relationship

...continued...

TEACH FOR AMERICA – Dallas, Texas 2012
Director of Growth Strategy and Development

- Provided donor intelligence using development research practices and tools
- Expanded potential donor base through knowledge of Metroplex philanthropic community

ALLEN ACADEMY – Bryan, Texas 2010-2012
Director of Marketing/Communications & Development

- Planned and implemented strategic marketing program to drive a net enrollment increase of 22% in 2010-2011
- Developed institutional messaging and produce supporting print and electronic materials
- Led annual fund campaigns and initiative-driven donor cultivation
- Advised school director and board of trustees on a range of issues including admissions, marketing, development, and alumni relations

GREENHILL SCHOOL – Addison, Texas 2006-2010
Director of Communications

- Drove increase in alumni annual giving by 90% through improved communications and engagement (targeted giving campaign and marketing outreach)
- Managed communications team of three people with a \$150,000 budget, providing 10-15% annual savings by nurturing vendor relationships
- Increased constituency pride by improving messaging and transitioning to electronic resources.
- Produced quarterly initiative-driven parent and alumni magazine and donor-relations reports
- Directed donor events including six and seven figure gala fundraisers

GREENHILL SCHOOL – Addison, Texas 1999-2006
Web Services Manager/English Literature & Journalism teacher

- Designed, developed and launched school's first web site
- Developed scope and sequence for digital research program
- Built alumni sports database to track athletics participation
- Established the school's social media presence (Facebook, Vimeo)
- Produced web-based media content to extend Greenhill's marketing reach
- Advised school's nationally-recognized student newspaper

COMPUCOM SYSTEMS – Dallas, Texas 1998-1999
Proposal Specialist

- Wrote proposal responses that helped win more than \$10 million in contracts annually
- Developed multimedia proposal that helped secure a \$35 million services deal with HP Corp.
- Created innovative digital responses to change traditional proposal evaluation process at large organizations

COMED – Chicago, IL 1996-1998
Communications Specialist

- Created web-based platform for company reorganization information
- Developed digital content delivery network for employee communications
- Worked closely with executive vice-presidents to produced divisional quarterly reports

KBTX TV – Bryan, Texas 1992-1994
Chief News Photographer

- Covered a broad range of news stories including development of Bush Library, G.W. Bush 1994 gubernatorial campaign, Branch Davidian standoff, Texas education reform, Managed fleet of news vehicles, including remote microwave unit
- Trained news photographers

KAMU TV – Bryan, Texas 1991-1992
Production Assistant

- Assisted with production of Texas A&M football coach's show
- Production functions of local affairs show, *15 Magazine*
- Covered Texas A&M events for rebroadcast

EDUCATIONAL BACKGROUND

Texas Teacher Certification 2000
UNIVERSITY OF TEXAS AT DALLAS – Dallas, TX

MA, Communications 1996
WHEATON COLLEGE – Wheaton, IL

- MA in Communications with an emphasis on organizational communications
- Completed six-month co-op program with Andersen Worldwide, LLP

BS, Journalism 1992
TEXAS A&M UNIVERSITY – College Station, TX



MUNDI WORTHAM, M.ED

Educational Leader

PROFILE

Experienced educational leader specializing in federal programs and bilingual/ESL initiatives. Proven expertise in overseeing compliance with state and federal regulations, managing grant programs, and driving continuous academic improvement. Adept at developing and implementing strategic plans to support diverse student populations, enhancing educational outcomes for English language learners, and fostering collaborative environments that prioritize equity and inclusion. Skilled in budget management, data analysis, and providing leadership in the development of innovative educational programs.

CONTACT

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817-908-6388

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mwortham@responsiveedtx.com
mundiwortham@gmail.com

HOBBIES

Biking
Gardening
Running
Binge watching
Family

EDUCATION

Master of Education in Administration w/Principal Certification | Concordia University, Austin, TX

Bachelor of Arts in Interdisciplinary Studies | University of Texas, Arlington, TX

WORK EXPERIENCE

Director of Federal Programs & Director of Bilingual/ESL Programs
ResponsiveEd Educational Solutions

August 2019 – Present

Ensures compliance with State and Federal funding requirements, including ESSA and EDGAR, by providing leadership in grant development, implementation, evaluation, and audits. Develops departmental procedures and offers consultative services and technical assistance to District and Campus personnel on grant-related matters. Leads the creation of the annual budget for the District and campuses and serves as the compliance officer for federal and state grant programs, ensuring adherence to all guidelines. Collaborates with program directors to support continuous academic improvement for students.

Sarasota County District Director - Acceleration Academies

January - June 2019

Led the academy from its inception in 2018. Responsibilities included canvassing for potential students, providing instructional leadership, and conducting data analysis. Played a pivotal role in launching the site, networking within the community, and driving enrollment. Strategically implemented the school's mission, managed resources, and led staff to ensure students were prepared for success in college, careers, and life. Developed a shared vision for equitable outcomes, set ambitious short- and long-term goals, and executed a school improvement plan to achieve student success. Established a culture of continuous improvement by regularly using data and assessments to monitor progress and adjust strategies as needed.

WEBSITE

[Mundi Wortham LinkedIn](#)

CERTIFICATIONS

Principal Grades EC-12

Elementary Self-Contained Grades 1-8

English Elementary Grades 1-8

English As A Second Language
Supplemental Grades 1-8

Multilingual Program Specialist - Houston Independent School District -

October 2018-January 2019

Serve as a subject matter expert in Bilingual/ESL programs, leading the coordination and implementation of instruction and related services for students in accordance with district procedures and applicable state and federal laws. Confer with staff to explain program and individual responsibilities for functions and phases of program.

- Oversee the implementation of multiple bilingual/ESL program designs through data disaggregation to ascertain the effectiveness of instruction.
- Recommend and provide ongoing professional development for bilingual/ESL teachers based on disaggregated data to increase student achievement as measured by student assessment data at the district, state, and federal level (PK-12).
- Support bilingual/ESL teachers through classroom observation and provide input to teachers and administrators.

Assistant Principal - Joshua Independent School District, -

June 2017 - February 2018

Strategically implemented the school's mission, managed resources, led students, and oversaw staff to ensure that every student was prepared to succeed in college, career, and life. Developed a shared vision for equitable results; set aligned, ambitious short- and long-term goals; and executed an actionable school improvement plan to ensure achievement for all students. Established and reinforced a school culture that was focused on continuous improvement, regularly using data and assessments to monitor progress towards goals, and strategically adjusted practice.

Robert Davison
Chief Operating Officer
ResponsiveEd

rdavison@responsiveedtx.com
214-335-5763
1301 Waters Ridge Drive
Lewisville, Texas

Executive Summary

Well organized, creative, and proven operations executive with experience working with all stake holders from Executive level to School Activations and daily operational staff. Significant negotiation experience with Real Estate contracts as well as all other operational contracts. Proven track record of delivering multiple business expansion projects on time and within budget. Extensive experience in developing and executing strategic plans leading to highly successful multi-million dollar organizations. Over 25 years experience developing and operating charter schools.

Employment History

Heritage Academy Charter Schools Inc. – July 1, 2019 to Present – CEO-Board Member

A-Rated School District educating under-served children in Texas.
Received the highest financial rating by Texas Charter First for the last 4 school years.
Improved net assets by 71%.

Provide Executive Leadership for School Support Services, including Finance, Marketing, Operations, Human Resources, PEIMS, Professional Development, Health and Safety, Public Relations, Student Data Management, Student Recruitment, Policy Development, and Record Keeping.

ResponsiveEd– May 1, 2000 to Present – Chief Operating Officer

ResponsiveEd is a nonprofit organization that currently operates more than 100 high-performing, open-enrollment public charter schools serving more than 25,000 students in communities across Texas and Arkansas. ResponsiveEd is one of the highest-performing public charter school systems in the United States, delivering a rigorous “College Bound” education to students in grades K-12. ResponsiveEd has developed an aggressive school expansion plan to reach 125,000 students in multiple states over the next 10 years.

Responsibilities Include:

- I. **Organizational Leadership** – The COO plays a key role in developing and refining ResponsiveEd’s overall vision and strategy, and managing change processes in support of organizational objectives. As a member of the senior leadership team, the COO is a key adviser and thought partner to ResponsiveEd’s Chief Executive Officer and Senior Management Team. Responsible for maintaining and enhancing organizational culture that (i) creates a culture of Universal Achievement; (ii) Collaboration with all Team Members; (iii) Alignment of Standards, Regular Assessment, continuous improvement and innovation; (iv) recognizes the primacy of recruiting, developing and retaining great talent, and (v) Data Quality Management across all aspects of the business.

- II. Board and Governance – Works in conjunction with the CEO to develop Board Agenda items including but not limited to Finance Updates, Policies, Property Acquisitions, and Legal Updates.
- III. Strategic Planning and Budgeting - Oversee organizational budgeting process and annual strategic planning, collaborating with stakeholders and senior leadership to ensure strategic priorities are aligned with budget priorities and translated into rigorous, executable plans.
- IV. Operational Leadership - Manage six direct reports responsible for driving operational excellence in the following functions: Operations, Real Estate Acquisition and Facilities, Construction and Expansion.
 - Coach functional teams in designing and implementing the systems, processes and services that support ResponsiveEd schools and programs in delivering educational outcomes to our schools, and organization wide team members.
 - Collaborate with key internal stakeholders – Chief Academic Officer, school principals and Vice President of School Operations, Vice President of Human Resources, Director of Marketing – to ensure the alignment of shared services team execution with overall organizational goals and the day-to-day needs and realities of ResponsiveEd schools. Drive school satisfaction by delivering excellent service across functions and maintaining effective relationships and communication channels with school leadership.
 - Supervise design and execution of ResponsiveEd’s school expansion strategy, working with leadership, charter authorizers, and legal counsel to launch new schools. Build a sustainable, scalable, cost-efficient operational infrastructure that supports continued growth.
 - Promote and ensure ResponsiveEd’s continued financial sustainability. Oversee sound, timely and accurate financial management, planning and reporting processes.
 - Collaborate with legal counsel to manage and mitigate legal risk and ensure compliance with city, state and federal laws and regulatory mandates.
 - Lead real estate negotiations and real estate financing activities; oversee development and implementation of facilities plan to manage and operate high quality functional school facilities.
 - Cultivate professional networks inside and outside the organization; encourage input and ideas from others; foster collaboration across departments and manage differences with diplomacy.
- V. Safety
Oversight for School Safety for both Heritage Academy and ResponsiveEd. Implemented Emergency Operation Plans for all campuses. Ensured that all instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored.

Education

Bachelor’s Degree – University of Arkansas – Communications with Minor in Business Administration

Registered Texas School Business Administrator

Rosalinda S. Gonzalez
 601 Solar Drive, Mission, Texas, 78572
 956-458-8691
 rgonzalez@responsivedtx.com

After 30 years' experience in two of the largest school districts in south Texas, Mission Consolidated Independent School District and McAllen ISD, I decided to retire and dedicate the rest of my life to recovery of students who had dropped out of school and had not earned a high school diploma. The dropout rate was a national and state concern at the time. Since I had experienced personally and professionally the importance of education to improvement of quality of life for oneself, the community and the state, it became my goal to open doors for others to earn their high school diploma.

Areas of Specialty	<ul style="list-style-type: none"> • <i>K-12 Curriculum and Instruction</i> • <i>Guidance & Counseling</i> • <i>Public Charter School Education</i> • <i>District Discrimination Investigation</i> 	<ul style="list-style-type: none"> • <i>Dropout Prevention Strategies</i> • <i>English as a Second Language</i> • <i>College Access and Success</i> • <i>Special Education Services</i> • <i>Career and Technical Ed Programs</i>
Education	<p><i>Administrators' Mid-Management Certificate</i> 1986 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Masters in Counseling and Guidance</i> 1973 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Bachelor of Arts in English</i> 1967 <i>Minor in History</i> <i>University of Texas Pan American, Edinburg, Texas</i></p>	
Experiences	<p><i>Executive Director Premier High Schools</i> 2020-Present</p> <p><i>Title IX Coordinator Responsive Education Solutions</i> 2003-Present</p> <p><i>Assistant Superintendent Premier High Schools</i> 2018-20</p> <p><i>Chief Academic Officer for Responsive Education Solutions</i> 2011-18</p> <p><i>South Texas Area Superintendent — Chief Academic Officer</i> 2009-11</p> <p><i>Director of Academics for Eagle Charter Schools</i> 2006-09</p> <ul style="list-style-type: none"> • Reviewed graduation requirements for students in high school and middle school for accurate grade placement • Continuous review and refinement of district curriculum • Implemented and audited strategies and techniques for English Language Learners <p><i>Director of Eagle Academy of Pharr, Texas and Technical Assistance to Schools in Mission, Laredo, Del Rio and Brownsville Texas</i> 2004-06</p> <ul style="list-style-type: none"> • Coordinated and provided academic assistance and support for charter high schools in South Texas region. <p><i>Director of Eagle Academy of Pharr, Texas</i> 2003-04</p>	

<i>Assistant Superintendent for Mission CISD</i>	1998-2002
<ul style="list-style-type: none"> Coordinated curricular, academic, and student support services for K-12 grades 	
<i>Administrator for Secondary Education for McAllen ISD</i>	1997-98
<ul style="list-style-type: none"> Coordinated academic services for middle and high school in a traditional school setting 	
<i>Principal for Options High School, McAllen ISD</i>	1995-98
<ul style="list-style-type: none"> Created Dropout Prevention School for non-traditional learners 	
<i>Principal for Lincoln Junior High, McAllen ISD</i>	1993-95
<ul style="list-style-type: none"> Directed middle school program for 850 students in grades 6-8 	
<i>Dean of Instruction for McAllen High School, McAllen ISD</i>	1984-93
<ul style="list-style-type: none"> Supervised overall instructional program and coordinated academic services for grades 9-12 	
<i>Guidance Counselor for McAllen High School, McAllen ISD</i>	1979-83
<ul style="list-style-type: none"> Coordinated guidance and counseling services for grades 9-12 and supervised all counseling personnel 	
<i>Guidance Counselor for Jeff Davis High School, Houston ISD</i>	1975-77
<ul style="list-style-type: none"> Coordinated counseling and academic services for at-risk students at inner city school 	
<i>English Teacher, Mission High School, Mission CISD</i>	1971-74
<ul style="list-style-type: none"> Taught 12th grade student population 	
<i>Director for Adult Education, United States Kadena Air Force Base, Okinawa, Japan</i>	1967-69
<ul style="list-style-type: none"> Coordinated GED or high school completion services for military personnel 	
<i>Kindergarten Teacher, El Mesias Methodist Church, Mission, Texas</i>	1965-67

Community Service
Activities

- Texas Charter Schools Association Quality Framework Member (2 yrs)***
- Current Member of Intercultural Development Research Association (IDRA) Board of Trustees, San Antonio, Texas (20 years)***
- Current Civil Service Commissioner for City of Mission, Texas (5 years)***
- Current Member of El Mesias Methodist Church, Mission, Texas (life)***
- Board of Trustees Member for Mission School District (12 yrs)***
- Founding Board of Regents Member for South Texas College, McAllen, Texas (7 yrs)***

Shannon Hyde

Operations Coordinator

2305 Creekege Court
Corinth, TX 76210
(469) 933-7238
sehyde@responsiveed.com

SUMMARY:

A loyal and dedicated RES employee for 8 1/2 years, and an extremely meticulous and detail-oriented business professional with over 20 years of combined experience in education, finance, and the telecommunications fields. Possesses skills in project management, operations support, and training. Seeking a challenging position where I can utilize my knowledge of RES, and its different brands to help the company expand into different states.

PROFESSIONAL SKILLS:

Project Management:

Proficient in overseeing projects to make sure assignments are completed on time.

Interpersonal Communication:

The ability to interact and communicate effectively with people at all different levels and from different departments.

Adaptability:

The ability to adapt to change and being flexible when unexpected issues arise.

Organization:

Exceptional organizational skills which allows me to work on multiple projects with competing priorities simultaneously.

WORK EXPERIENCE:

Responsive Education Solutions, Lewisville, TX

Founders Operations Coordinator

2018 - Present

- Liaison between the superintendent and his 23 campuses
- Assist with the coordinating and implementing of multiple trainings and conferences each school year
- Provide training and support to the Founders front office staff
- Collect and organize data in regards to enrollment numbers, applications and ADA
- Arrange travel, maintain calendars and reconcile expenses for the superintendent

Campus Registrar/Secretary - Premier High School of Lewisville

2017 - 2018

- Enrolled new students
- Updated students' transcripts
- Requested and fulfilled records using TRex
- Prepared all of the reports for PEIMS
- Planned and organized graduation and the senior luncheon

Southwest Funding, Roanoke, TX

Mortgage Loan Processor

2015 - 2017

- Verified the accuracy of loan applications prior to them being disclosed
- Collected and analyzed all required loan documents for accuracy
- Completed verification of employment and reviewed borrowers' incomes
- Had constant communication with all parties involved to ensure an on-time closing was met

Responsive Education Solutions, Lewisville, TX

Campus Secretary - Carrollton Classical Academy

2013 - 2015

- Assisted in the development and maintenance of the campus calendar
- Handled parent inquiries expeditiously and efficiently
- Created and distributed the weekly newsletter to parents and staff
- Coordinated and scheduled all the after-school care programs

Quick Ship Mail & Business Center, Lake Dallas, TX

Office Coordinator

2012 – 2013

- Handled all merchandising, inventory, ordering and cash control
- Coordinated the grand opening ceremony with the Mayor of Lake Dallas & the Chamber of Commerce
- Hired, trained and coordinated a staff of 5
- Wrote all the training materials and procedures for the store

Live Ops, Inc.

Independent Contractor – Inbound Sales

2007 – 2012

- Worked a dedicated line for Lifelock – educated callers about identity theft protection, overcame objectives, and enrolled them in a plan that best suited their needs and lifestyle
- Consistently exceeded monthly sales quotas by 35%

Schools Financial Credit Union, Sacramento, CA

Training Specialist II

2000 – 2004

- Conducted training on a plethora of topics including, but not limited to – New Hire Orientation, Product Knowledge, Sales, Teller and New Accounts training
- Planned, organized, and developed training programs for management and non-management employees
- Developed course materials
- Regularly reviewed and updated training programs and materials as needed

Verizon Wireless, Folsom, CA

Project Manager/Sales Trainer

1996 – 2000

- Moved from Ohio to California to help launch the Telesales Department and to train all the inside sales reps on the Eastern Region markets (Ohio and Michigan)
- Developed the Eastern Region curriculum which included manuals, handouts, Powerpoint presentations, and role playing scenarios
- Trained 250 Telesales representatives, department supervisors, and managers on the Eastern Region curriculum
- Lead trainer for the Eastern Region launch in Detroit, Michigan
- Facilitated follow-up workshops
- Provided coaching and feedback to the Telesales reps and their supervisors

EDUCATION:

Kent State University – Kent, OH

B.A., Criminal Justice, Minor, Psychology

TECHNOLOGY SKILLS:

Proficient using all Microsoft Office programs, Google-based programs and Smart Sheets

T. Lynn Tompkins, Jr

Vice President Construction & Real Estate

Contact

1301 Waters Ridge
Lewisville, TX 75057
972-316-3663
ltompkins@responsivedtx.com

Education

University of Missouri-Columbia
Bachelor's Degree
1981 – 1985

Citizens Fire Academy – Frisco

City of Frisco / Citizen's Police
Academy

Keller Graduate School of
Management
Bachelor's degree

Key Skills

Construction Management
Budgets
Project Management
Facilities Management
Process Scheduler
Contract Negotiation &
Management

Experience – 30 years

Sep 2018 – Present *6 years 1 month*

Responsive Education Solutions
Texas, Arkansas

Responsive Education Solutions® (ResponsiveEd), Texas' largest public charter school holder, operates over 100 public schools across Texas and Arkansas. ResponsiveEd brands include Premier High Schools, Classical Academies, Quest Middle Schools, iSchool High Schools, Founders Classical Academies, Foundation School for Autism, Texas Virtual, Comprehend (virtual), and Futura (virtual) Academies. The organization was founded in 1998 to open a network of small, high-quality schools that were responsive to local community needs and designed with the individual student in mind.

ResponsiveEd serves over 18,500 students as of October 2018. ResponsiveEd's Mission is: To provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners. To learn more, visit www.ResponsiveEd.com.

Nov 2020 - Present *3 years 11 months*

Mayor - Town of Cross Roads, Texas
Town of Cross Roads, Texas · Contract

Nov 2015 – Aug 2018 *2 years 10 months*

Deputy Program Director - Dallas ISD 2015 \$1.6B Bond Program
North Texas

- Succeeded in securing the account for the Dallas Independent School District's \$1.6BB bond program, including creating the proposal, assembling the team, and devising the presentation.
- Supervised a team of 11 and oversaw general contractor project design and selection.
- Administered 17 district projects with total budgets of \$367MM.
- Attended public meetings that attracted 10 - 50 people, including teachers, principals, elected board of trustee members, architects, district staff, that outlined project priorities and concerns.
- Oversaw project managers, design manager and support staff to ensure that the projects were receiving the contract deliverables and being delivered on-time and on-budget.
- Led constructability reviews, developed contracts and front-end

documents for architects and engineers, initiated materials testing, managed hazardous materials and geotechnical analysis.

Aug 2009 – Oct 2015 *6 years 3 months*

Facility Manager / CIP Project Manager

Little Elm, Texas

- Completed multiple construction projects, such as 4 new buildings, bridges, water towers, solar panel projects, road projects, etc. with a cumulative budget in excess of \$100MM.
- Managed 7 Buildings totaling 100,000 sq. ft., 4 parks, concession stands, civil defense sirens, right of ways, irrigation systems, 7 Daktronics digital marquees, wastewater treatment plant, pump/lift stations, 4 water towers, card access systems and solar arrays.
- Supervised a team of 11 and hired contractors with a cumulative staff in excess of 100.
- Oversaw contracts for right of way maintenance, roofing, mechanical systems, preventive maintenance, energy management, landscaping, appliance repair, window washing, etc.
- Collaborated with community groups, such as senior citizens, friends of the library, county commissioners, HOAs and veterans groups to ensure their needs within the projects were met.
- Recipient of Community Builder Award recognizing my contributions to the community.

Sep 2006 – Jul 2009 *2 years 11 months*

Project Manager

CORE Construction

- Managed combined construction and design budgets of nearly \$25MM.
- Led design teams of 20+ people to complete renovations & upgrades to a skilled nursing facility, an assisted living facility & construction of a municipal court, fire station and recreation center.
- Oversaw the design, build and construction of several retail projects, including a movie theater, restaurant and a 45 acre site development project.
- Collaborated with developers and city officials, such as mayors, councilmen, court commissioners and department operators to ensure all their project needs were fulfilled.

July 2003 – Sep 2006 *3 years 3 months*

Project Manager

Campbell & Associates Consulting Engineers – Austin Commercial

Dallas, Texas

- Managed a cumulative construction budget in excess of \$98MM.
- Oversaw the design and construction of 12 elementary schools and 2 high schools.
- Supervised architectural teams of 25+ and collaborated with school principals, teachers, parents and community members to ensure their concerns were addressed in the design process.

Jan 2001 – Jun 2003 *2 years 6 months*

Project Manager

Jacobs Engineering

Greater Omaha Area

- Managed design and construction projects, such as the design of a high school and the construction of a new elementary school, that had a combined budget of over \$85MM.
- Completed renovations and additions to several elementary and high schools.
- Achieved a 99% satisfaction rating with the client by meeting all phase dates, managing changes, and keeping the projects on budget.

2000

Vice President, Principal

WORLD GROUP, LLC

Order out of Chaos... Challenged to restructure a Commercial Property Management Department that had been losing clients and had delinquent rents of over \$100,000, I reorganized the policies and procedures for billing, debt collection, emergency contacts, and certificates of insurance. Through skilled negotiation with a major client, I convinced them that this company's Property Management department was turning around and was able to retain this client. To ensure we could properly manage the properties, I started a maintenance department, complete with HVAC capabilities. During my tenure, I added six new office and retail properties to the portfolio with management fees over \$6,000/month.

1998 – 2000 *2 years*

Director, Technical Operations

The MEGA Corporation

Omaha, Nebraska

Demonstrating a high capacity to manage multiple tasks, I used my broad-based technical expertise to develop and manage a maintenance program for a portfolio of 60 buildings measuring nearly 5 million square feet, managed and trained 19 Building Engineers and implemented a computerized (MAXIMO) preventive maintenance system. I was also responsible for training and assisting Property Managers in troubleshooting and mechanical operations in commercial buildings.

1997 – 1998 *1 year*

Facility Manager

Washington University in St. Louis

St. Louis

Placed in the most mechanically demanding zone (Physics, Chemistry and Engineering) in a world class research facility comprised of 16 buildings, ranging in age from 20 – 100 years old, I was charged with total facility responsibility including maintenance (chillers, fume hoods), contracting, in-house construction, management of 10 union maintenance mechanics,

laboratory design and construction. My efforts resulted in the highest customer satisfaction rating given to any manager.

1994 – 1997 *3 years*

Vice President – Property Management

NAI Global Sweeney – Finn

Greater St. Louis Area

1992 – 1994 *2 years*

Property Manager

Colliers Turley Martin Tucker

Greater St. Louis Area

Licenses & Certifications

- Construction Management Association of America
- FEMA training that included IS-800.B (National Response Framework), IS-700 (An Introduction to National Incident Management System), ICS-300 (Intermediate ICS for Expanding Incidents), IS-00200.a (ICS Single Resources and Initial Action Incidents)
- OSHA 30 Hour Card
 - OSHA - Occupational Safety and Health Act

Volunteering

Lewisville Rotary

Rotary International

Jan 1994 – Present *30 years 9 months*

Adult Rehabilitation – Board Member – St. Louis, MO

The Salvation Army

Jan 1998 – Present *26 years 9 months*

Terri Baumann

1301 Waters Ridge, Lewisville, Texas 75057

940.536.8927

tbaumann@brightthinker.com

PROFESSIONAL SUMMARY

Accomplished Curriculum Development Executive with over 20 years of experience in the education sector, specializing in K-12 curriculum design, development, and distribution. Proven track record in managing large teams, streamlining processes, and overseeing the creation of hundreds of educational courses. Adept at leading cross-functional teams and implementing modernized systems to support organizational growth.

PROFESSIONAL EXPERIENCE

VP of Curriculum Development & Distribution

ResponsiveEd, Lewisville, TX

August 2024 - Present

- Spearheading the modernization of systems and processes to accommodate increased sales and fulfillment demands.
- Hiring and onboarding a new Director of Distribution and additional staff to enhance order fulfillment operations.
- Strategically planned and executed the expansion of the fulfillment area to support larger-scale operations.

VP of Curriculum Development

ResponsiveEd, Lewisville, TX

September 2021 - Present

- Lead and manage a team of 25-40 developers, including writers, editors, layout artists, graphic designers, and media specialists, to create K-12 worktext and online materials.
- Oversaw the development of all K-12 courses, with a primary focus on the creation of K-2 courses.
- Directly supervised the Writing Manager, Editing Supervisor, Media Supervisor, Online Manager, and Graphics Manager.
- Played a pivotal role in expanding the organization's curriculum offerings through effective team leadership and strategic planning.

Director of Curriculum Development

ResponsiveEd, Lewisville, TX

April 2001 - August 2021

- Led the revision and development of individualized courses tailored for use in ResponsiveEd schools.
 - Hired and managed contractors to create study guides aligned with textbooks.
 - Built and managed a team responsible for developing over 100 courses for 3rd to 12th grade, ensuring high-quality educational content delivery.
-

EDUCATION

Business Computer Programming, Major

Southern Technical College, Little Rock, AR
1986

SKILLS

- Curriculum Development & Design
 - Team Leadership & Management
 - Process Improvement & Modernization
 - Project Management
 - K-12 Education
 - Cross-functional Collaboration
 - Strategic Planning & Execution
 - Staff Hiring & Training
-

Tiffany Bracken

PROFESSIONAL SKILLS SUMMARY

Experienced training professional with extensive background in Hospitality, Sales, Technology and Customer Service. Most recent experience includes over 7 years in a Charter School District in Texas focusing on training events and resources curated for District & Campus Staff.

RESPONSIVED TEXAS

March 2017 - present

Training Director / Professional Development Team

- Directing a team of training professionals to coordinate, host and implement requested training events for Charter School District and Campus Staff.
- Oversee Learning Management Systems Administration including mapping professional development curriculum, group assignments and progress reporting in various online sites.

COLONIAL SAVINGS – Fort Worth, TX

April 2015 - March 2017

Instructional Design / LMS Administrator

- Responsible for the development and execution of instructor-led, eLearning and virtual learning solutions
- Developed evaluation metrics, analyze results and provide summaries for stakeholders
- Maintained LMS Administration including mapping curriculum, group assignments and reporting on progress in various programs available

SABRE – Southlake, TX

August 2011 - July 2014

Hotel RFP Training Manager

- Responsible for Training & Communications for both internal & external customers
- Planned, created and implemented all training documentation & video learning modules
- Created and maintained resources for our Hotel, Chain and Travel Buyer customers on our Support Website

HILTON WORLDWIDE – Dallas, TX

June 1985 - May 2011

Varying positions of increased responsibility including the following:

- IT Sales System Manager - Responsible for Training & Communications for all global IT Sales Systems Projects.
- National Sales System Training Manager - Responsible for delivering new hire and on-going Hilton Sales Technology Training for all Nat'l Sales team members. Implemented follow-up Training Plan to ensure standards achieved.
- Hilton Direct USA Training Manager - Responsible for all Account Executive and Intern Training/Orientation at Hilton Direct USA. Worked in tandem with the Director of Sales Recruitment (external resource) to select new hires and guide performance for our Career Development Program.
- Employment & Employee Relations Manager - Managed the recruiting and selection of all new hires (reservation representatives through executive positions) for the Dallas HRW center. This included the supervision and training of the recruiting team, managing the recruiting budget.
- Reservations Sales Manager - Daily leadership to 18 Supervisors and 600 Reservation sales staff.

EDUCATION

Illinois State University – Normal, IL & The Boyd School Inc. – Pittsburgh, PA

CONTINUING EDUCATION – MANAGEMENT SEMINARS

Pragmatic Marketing Certification; Ninety Five 5 Trained; Project Management Certification; Training Manager Certification; Creative Training Techniques; Zenger Miller FrontLine Leadership Train the Trainer Certification; Leadership and the One Minute Manager; Franklin/Covey Time Management; Franklin/Covey 7 Habits Trainer, Zig Ziglar Train the Trainer Certification.

Contact Information:

1265 Michael Avenue, Lewisville, TX 75077

cell phone / **469.451.0152** or email / **3brackens@gmail.com**

ORGANIZATIONAL CHART OF OPERATOR

Chief Executive Officer
Chuck Cook

Chief Operating Officer

Robert Davison

Vice President of Real Estate & Construction

T. Lynn Tompkins

Director of Building Maintenance

Aaron Valor

Chief of Staff

Kalese Whitehurst

Sponsor Compliance

Dr. Mary Ann Duncan

Community Development

Shannon Hyde

Chief Technology Officer

James Taylor

Director of Purchasing & Technology

Corey Thomas

Director of Education Information Systems

Georgia Kallageris

Chief Financial Officer

Joe DeProspero

Vice President of Finance

Corey Fischer

Vice President of Financial Planning

Ken Hannemann

Chief Academic Officer

Dr. Christian Cutter

VP of Academics, Professional Development & Testing

Dr. Jamie Callahan

Director of Federal Programs & Student Services

Dr. Kendahl Herron

Chief Human Resource & Brand Officer

Chris Baumann

Vice President of Human Resources

Lisa Taylor

Vice President of Marketing

Chris Prokopeas

Blue X Superintendent

Elaine Plybon

Regional Director

School Principal

SPONSOR'S EXPERIENCE WITH ONLINE SCHOOLS

- Responses to Questions
- Policies and Procedures
- Compilation Reports for six (5) Internet- or Computer-based Schools sponsored by St. Aloysius
- Annual Reports for six (6) Internet- or Computer-based Schools sponsored by St. Aloysius

RESPONSES TO QUESTIONS

1. Describe the sponsor's experience with internet or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet-or computer-based community schools.

St. Aloysius contracts with Charter School Specialists to provide the oversight, monitoring and technical assistance of 61 general population, 25 drop-out recovery (computer based), 6 internet drop-out recovery schools, and 1 internet general population school. Because of this partnership, St. Aloysius brings to this new vocationally focused e-school much diverse expertise working with a variety of school models including internet – or computer-based schools.

St. Aloysius was approved to become a community school sponsor in 2005, and by 2007, a half dozen computer-based drop-out recovery schools were added to its portfolio. The Ohio Department of Education had requested that St. Aloysius add these schools and immediately approved St. Aloysius to be a state-wide sponsor. As St. Aloysius continued to develop significant expertise in providing monitoring and technical assistance to computer-based schools, over the next 18 years, existing schools switched their sponsorship to St. Aloysius, and developers of new schools exclusively applied to St. Aloysius. St. Aloysius is currently the largest sponsor of all computer-based schools. In 2019, St. Aloysius' reputation led to Greater Ohio Virtual School deciding to end their sponsorship arrangement with the Office of School Sponsorship, at the Department of Education and Workforce (fka Department of Education), and initiated sponsorship with St. Aloysius. By 2021, Fairborn Digital Academy also decided to initiate sponsorship with St. Aloysius. As specifically internet schools with a focus on drop-out recovery students, both of these schools are benefiting from an increased level of monitoring and technical assistance due in part to St. Aloysius' experience serving 25 computer based drop-out recovery schools, 7 internet schools, and a staff with comprehensive experiences with internet schools in the areas of special education, federal programs, college and career readiness, and the electronic delivery of instruction. It is worth noting that many of the computer-based schools have models that are hybrids of internet schools providing blended instruction.

These listed experiences with computer and internet-based school models are significant in breadth and variety. St. Aloysius, as an exemplary sponsor, has significant expertise in providing monitoring and technical assistance to all types and models of educational delivery. This expertise is evidenced in our evaluations and in surveys of our schools. A school model that focuses on character development alongside academic progress like iSchool Virtual Academy will greatly benefit from the variety of expertise that St. Aloysius will provide.

While the results are thoroughly delineated within the Sponsor Evaluation System, St. Aloysius exceeds the expectations for an Exemplary Sponsor. The key elements of monitoring are listed below.

- 2x per year compliance monitoring and technical assistance while school is in session
- Special education monitoring and technical assistance
- Federal programs monitoring and technical assistance
- College and Career Readiness monitoring and technical assistance including site visits

- Onsite Assistance Reviews (education plan and implementation monitoring and technical assistance)
- Attendance at nearly every Governing Authority meeting
- Legal updates
- Advocacy
- Professional Development (catalog and on demand)

2. Describe the sponsor’s assessment of the degree to which each of its sponsored internet-or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school’s compliance with applicable laws and rules in the two most recent evaluation cycles.

Through our comprehensive legal policy update process, Charter School Specialists (CSS) informs each school and governing authority of the changes that are made to Ohio Revised Code and Ohio Administrative Code. Each year CSS, on behalf of St. Aloysius, then conducts several on-site visits to all of its sponsored schools. During these visits, it assesses compliance with all applicable rules and laws, compliance with all applicable rules and laws unique to internet or computer-based schools, special education requirements, and the school’s overall education plan. CSS also assesses the school on a number of other factors including special education and federal programs. An example of all of these reports are included in a compilation report. The Compilation Report for all of the internet- or computer-based schools sponsored by St. Aloysius for FY24 are included for review as Attachment 5b – Compilation Reports.

St. Aloysius through Charter School Specialists holds each internet or computer-based school to the national standards through the charter’s education plan and accountability sections of the charter agreements. It is important to note that CSS has followed the evolution of these standards and now compares our schools to the new standards used by the NSQ. These standards can be found at <https://www.nsqol.org/>. These standards, Ohio rules and laws are assessed each year at the site visits mentioned above. Any standard that is found to be less than compliant is addressed through technical assistance, a corrective action plan, probation and if absolutely necessary, suspension or termination. CSS and St. Aloysius maintain clear and concise policies on all corrective action procedures. These are attached to this section for review as Attachment 5c.

3. Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

St. Aloysius has not terminated or nonrenewed sponsorship of any internet – or computer-based school. Throughout its years of sponsorship, St. Aloysius has terminated or non-renewed close to thirty (30) schools. The reasons for these terminations range from low enrollment/financial concerns to low academic performance. St. Aloysius performs a thorough high stakes review beginning the fall before the

expiration of the school's contracts. Included for review in the policies and procedures is the termination process and the non-renewal process which includes the timeline for the renewal process, renewal process policies and procedures and the final renewal reports provided to the schools. The renewal process is the most likely time that St. Aloysius would terminate/non-renew a school. Mid-year school closures are harmful to students and St. Aloysius will avoid them unless absolutely necessary. If an internet – or computer-based school were to lose enrollment or remain out of compliance with rule or law after all corrective action was exhausted, St. Aloysius may vote to close the school. Additionally, St. Aloysius and Charter School Specialists provide each school, including all internet- or computer-based schools, an annual report detailing the school's current progress based on charter accountability documents. Copies of the annual reports for each of the internet or computer-based schools that are sponsored by St. Aloysius are provided for review as Attachment 5c.

4. Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing online or blended learning models.

Charter School Specialists currently employs an expert related to online and blended learning models. Andrea Dobbins began her career in public education in 2006 at an online charter school, Buckeye Online School for Success as a high school history and government teacher. She helped develop virtual classes offered to students in real-time so they could experience an interactive classroom environment similar to their brick-and-mortar peers. Andrea was promoted to become the district's principal in 2012 where she facilitated and implemented the pilot of what is now Ohio's Improvement Process. Andrea has worked as a data and instructional coach and is also experienced in the development and implementation of school improvement plans. Andrea received her Master of Arts in Educational Leadership from Salem International University in 2010. Andrea currently holds an Ohio teaching license in 7-12 grade Integrated Social Studies, as well as administrative principal license, and administrative specialist license in curriculum, instruction and professional development.

5. Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

Annually all schools submit to a full-time equivalency review. The results of these reviews frequently require either a relatively small pay back of funds, from the school to the state, or additional funding being provided to the school from the state. We monitor the results of these reviews and also return funds back to the schools when it is determined that we have invoiced more funds than we are contractually permitted. If our monitoring determines that the school needs technical assistance regarding the school's submission of attendance or engagement data, we have provided that assistance. It would be unreasonable to provide a list of all the schools, and all years in which these small adjustments have been made.

The question seems to seek an answer specifically to internet schools. Since the funding model changed for internet schools, some schools experienced a claw back of funds almost every year. As an internet school and a drop out recovery school, these claw backs are unavoidable based upon the typical funding model. Students needing a drop-out recovery school need the school because they are disengaged, thus it is impossible to not lose funding. These claw backs are planned for and expected. St. Aloysius advocated for the passage of HB 123 which established a pilot funding system for internet drop out recovery schools, providing some accommodations for the funding for services of this challenging population. This pilot

funding system became permanent and we believe will greatly decrease the amount of claw backs for these schools in the future.

SPONSOR EXPERIENCE AND RESUMES

		EXPERTISE AREAS:											
		Years of Sponsoring Experience with Community Schools	Curriculum	Instruction	Assessment	Special Education	School Accountability	School Governance	School Finance	English Learner Instruction	School Facilities	Community School Law	E-School
Barnhart	Michael	2					X		X				
Brown	Kelly	2	X	X			X	X					
Cash	Dave	25	X	X	X	X	X	X	X		X	X	
Dimoff	Carol	14					X	X				X	X
Dobbins	Andrea	6	X	X	X			X					X
Dunbar	Brian	17	X	X	X		X	X			X		X
Dunlap	Kim	13							X				
Frank	Katie	1				X	X	X					
Franz	Kristen	2	X	X	X		X						
Harris	Buddy	10	X	X	X							X	X
Hawk	Lori	1					X	X	X				
Heyman	Jennifer	4	X	X	X		X	X		X			
Isaac	Carla	20					X	X			X	X	
Kee	Jason	3					X	X	X		X	X	
Keller	Kodie	2				X	X	X		X			
Lamb	Dan	14							X				
Lutes	Cassandra	2							X				
Mann	Angie	15					X	X			X	X	
Osler	Tammie	16					X	X			X	X	X
Scarponi	Susan	12			X	X				X			X
Sherman	Nannette	11	X	X	X	X	X		X	X			
Sorvillo	John	1	X	X	X	X					X		
Stoy	Frank	22			X		X	X				X	
Tipple	Carmen	2							X				
Wheatley	Molly	4	X	X									
Willenborg	Daniel	3	X	X	X		X	X					

Michael Barnhart

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Sheffield Lake City Schools, Findlay City School District, Fairview Park City School District, Oberlin City School District, U.S. Dept of Education
 - b. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Sheffield Lake City Schools, Findlay City School District, Fairview Park City School District, Oberlin City School District, U.S. Dept of Education

Kelly Brown

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Cincinnati Public Schools, Southwest Ohio Preparatory School
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Cincinnati Public Schools, Southwest Ohio Preparatory School
 - c. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Dream Academy Community School, Cincinnati Technology Academy,
Charter School Specialists

Dave Cash

- 1) Sponsoring Experience – Charter School Specialists, Ohio Council of Community Schools, Ohio Department of Education
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Rosemont School
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Rosemont School
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Rosemont School

- d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Richland County Children’s Services, the Buckeye Ranch
- e. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Council of Community Schools, Ohio
Department of Education
- f. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Council of Community Schools, Ohio
Department of Education
- g. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- h. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- i. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Carol Dimoff

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Electronic Classroom of Tomorrow
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Dimoff Consulting
 - c. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Electronic Classroom of Tomorrow
 - d. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Electronic Classroom of Tomorrow

Andrea Dobbins

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists

- b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success
- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- d. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists
- e. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Buckeye Online School for Success, Charter School Specialists

Brian Dunbar

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - c. Assessments
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Schools, Millenium Community School
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Centura Community School, Charter School Specialists
 - e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Centura Community School, Charter School Specialists
 - f. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - g. Internet- or Computer-based School
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Kim Dunlap

- 1) Sponsoring Experience – Charter School Specialists

- 2) Areas of Expertise:
 - a. Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Consumer Support Services, Alzner Masonry,
Electronic Classroom of Tomorrow

Katie Frank

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Lincoln Center for Family and Youth
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Success Academy Charter Schools, Lincoln Center for Family and Youth, Kipp
Columbus, Charter School Specialists
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Kipp Columbus, Charter School Specialists

Kristen Franz

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Platte River Academy
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Buddy Harris

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University, UBTECH, Ohio Department of Education,
Charter School Specialists

- b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
North Carolina Central University, UBTECH, Ohio Department of Education,
Charter School Specialists
- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
UBTECH, Ohio Department of Education, Charter School Specialists
- d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Hunt Institute
- e. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education, Charter School Specialists

Lori Hawk

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Lancaster Bingo Company, Hawk Childcare, NFocus Consulting, Buji
ActionCoach, Charter School Specialists
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - c. Finance
 - i. Experience reflected in following job position descriptions on the resume:
Hawk Childcare

Jennifer Heyman

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Bucyrus Elementary, C.M. Grant Leadership Academy, Imagine Cleveland
Academy
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Orchard Park Academy
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

- d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Imagine Harvard Community School, West Preparatory Academy, Orchard Park Academy
- f. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
West Preparatory Academy, Orchard Park Academy

Carla Isaac

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Jason Kee

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
 - c. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools

- d. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Newark City Schools, Gahanna Jefferson Public Schools, Charter School Specialists
- e. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Law firm of Jason P. Kee, Esq., Charter School Specialists

Kodie Keller

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Accel Schools, OBHS Parma Technical School
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
NEOMED, Charter School Specialists, Accel Schools
 - d. English Learning Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Accel Schools, OBHS Parma Technical School

Dan Lamb

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Upper Scioto Valley Local School District,
Marysville Exempted Village School District

Cassandra Lutes

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Oakstone Community School

Angie Mann

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:

- a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
- b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
- d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education

Tammie Osler

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - b. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - c. School Facilities
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - e. Internet or Computer-Based School
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Susan Scarponi

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
White Hat Management
 - b. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, White Hat Management
 - c. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, White Hat Management

- d. Internet or Computer-Based Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists

Nannette Sherman

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - d. Special Education
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools
 - e. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Ohio Department of Education
 - f. School Finance
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists, Ohio Department of Education
 - g. English Learner Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Riverside County Office of Education, Val Verde USD, Lake Elsinore USD,
West Contra Costa USD, Clovis Municipal Schools

John Sorvillo

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Summit Academy, Westwood
Preparatory Academy
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Youngstown Academy of Excellence, Summit Academy, Westwood
Preparatory Academy

- c. Assessment
 - i. Experience reflected in following job position descriptions on the resume: Youngstown Academy of Excellence, Summit Academy, Westwood Preparatory Academy, Charter School Specialists
- d. Special Education
 - i. Experience reflected in following job position descriptions on the resume: Youngstown Academy of Excellence, Westwood Preparatory Academy
- e. School Facilities
 - i. Experience reflected in following job position descriptions on the resume: Youngstown Academy of Excellence

Frank Stoy

- 1) Sponsoring Experience – Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
- 2) Areas of Expertise:
 - a. Assessment
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - b. School Accountability
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - c. School Governance
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center
 - d. Community School Law
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists, Ohio Department of Education, Ohio Council of Community Schools, Lucas County Educational Service Center

Carmen Tipple

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Finance
 - i. Experience reflected in following job position descriptions on the resume: Charter School Specialists, Saint Mark Catholic Church, Limbach, Ruscilli Construction Company, State of Ohio State Architects Office

Molly Wheatley

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:

- a. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Hondros College of Nursing
- b. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Hondros College of Nursing, Charter School Specialists

Daniel Willenborg

- 1) Sponsoring Experience – Charter School Specialists
- 2) Areas of Expertise:
 - a. Curriculum
 - i. Experience reflected in following job position descriptions on the resume:
Livonia Public Schools
 - b. Instruction
 - i. Experience reflected in following job position descriptions on the resume:
Dearborn Public Schools, Fremont Public Schools
 - c. Assessment
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - d. School Accountability
 - i. Experience reflected in following job position descriptions on the resume:
Charter School Specialists
 - e. School Governance
 - i. Experience reflected in following job position descriptions on the resume:
Livonia Public Schools, Charter School Specialists

MICHAEL T. BARNHART, CPA

**15857 Wolf Run
Findlay, Ohio 45840
216-505-9914**

OBJECTIVE: To continue my career in school finance where I will be rewarded based upon my job performance and achievements while also having an opportunity to balance work and home life.

EDUCATION and THE OHIO STATE UNIVERSITY; Columbus, Ohio

CERTIFICATIONS: B.S. in Business Administration, June 1992;

Major: Accounting; 100% self-funded

State of Ohio School Treasurer's License, expires 6/30/2026

State of Ohio Business Manager's License, expires 6/30/2026

Certified Public Accountant-Passed all 4 parts of CPA exam on 1st attempt.

Certified Gov't Financial Manager-Passed all 3 sections on 1st attempt.

Certified Management Accountant-Passed all exam parts on 1st attempt.

Certified Financial Manager-Passed all parts of the exam on 1st attempt.

Auditor of State's Ohio Financial Accountability Certificate

WORK

CHARTER SCHOOL SPECIALISTS; Pickerington, Ohio

EXPERIENCE: Part-Time Treasurer, February 2023 - Present

- Prepare monthly enrollment & financial reviews of all sponsored schools.
- Provide monthly feedback and proactive recommendations to improve the financial decision making of each sponsored school.
- Perform semi-annual fiscal reviews & classifications of all sponsored schools.
- Review all May and November forecasts and October budgets.
- Participate in contract renewal & new application evaluation processes.
- Supply financial data and comments for annual performance reports that are sent to sponsored schools.
- Participate in school board meetings in absence of CSS treasurer.

SHEFFIELD-SHEFFIELD LAKE CITY SCHOOLS; Sheffield, Ohio

Treasurer, October 2020 – June 2023

- Preparation of annual appropriations, budgets, 5-year forecasts, investment portfolio, board updates and monthly reconciliations.
- Manage & supervise all accounting systems, payroll, SERS, STRS, and insurance, as well as EMIS.
- Communicate issues of school finance to the Board, school employees, the media, and the public.
- Labor negotiations with OAPSE and OEA.
- Payschools, PowerSchools, MealsPlus, Redesign, and NOACSC
- Substitute levies and 20-mill floor

FINDLAY CITY SCHOOL DISTRICT; Findlay, Ohio

Treasurer, January 2005 – December 2020

- Similar duties as above
- OFCC building project (32% state share) for new middle schools and Millstream career center via -2010 \$54.4 million bond offering process.
- Dealt with FEMA funding & bureaucracy associated with 2007 flood.
- Implemented health plan options (original, option B, HSA with Board contributions).
- Passage of many levies (operating, permanent improvement, & bond).
- Financial oversight of Millstream Career Center (14 other districts), Findlay Digital Academy, and new Findlay Learning Center.
- Comprehensive Annual Financial Report (CAFR) and clean audits and financial awards every year.

FAIRVIEW PARK CITY SCHOOL DISTRICT; Fairview Park, Ohio

Treasurer, May 2003 - November 2004

- Similar duties as above
- Instituted the Financial Advisory Committee to the Treasurer (FACT).
- Served on Health Care Committee and Records Commission

OBERLIN CITY SCHOOL DISTRICT; Oberlin, Ohio

Treasurer, March 1999 – April 2003

- Similar duties as above
- Maintained records & paid invoices for the Oberlin Endowment Fund.
- Monitored and negotiated tax abatement agreements.
- Experience with school district income tax and technology levy.

CITY OF LIMA UTILITIES DEPARTMENT; Lima, Ohio

Administrative Technician (aka CFO), September 1993 - March 1999

- Financial reports; and water, sewer, garbage and recycling rates.

U.S. DEPARTMENT OF EDUCATION; Washington, DC

Fiscal Specialist, March 1993 - August 1993

- Financial reports and National Advisory Council on Indian Education

ACTIVITIES, ACHIEVEMENTS AWARDS: Auditor of State Award with Distinction, GFOA Award of Financial Achievement, ASBO Certificate of Excellence in Financial Reporting, and Cub Scout Pack 319 Treasurer, Elementary Cross Country Coach, Non-Smoker, OASBO Registered School Business Fiscal Officer Award.

INTERESTS: Cross Country, Science Fiction, Harry Potter, Piano and Bass Guitar.

REFERENCES: Available upon request.

Miss Kelly Brown

428 Glenwood Avenue

Cincinnati, OH 45229

(513) 560-4395

Kelly.Brown827@gmail.com

Career Objective

My career objective is for an administrative position in your school district that will enable me to use my 8 years' experience of developing educational policies and guidelines to improve the academic performance of students, increase parents' engagement in school activities and enhance staff productivity.

Qualifications

- *Ability to work with diverse groups of people
- *Excellent communication and typing skills
- *Strong leadership and discipline skills
- *Extremely open-minded
- *Dependable and quick learner
- *Self-Motivated

Education

January 2023 to Present

Liberty University; 1971 University Blvd; Lynchburg, VA 24515

Major: Special Education

Degree: PHD

April 2019

Grand Canyon University; 3300 W Camelback Rd; Phoenix, AZ 85017

Major: Special Education

Degree: Master of Arts

June 2002

Central State University; 1400 Brush Row Rd; Wilberforce, OH 45384

Major: Psychology

Degree: Bachelor of Science

Major: English Pre-Law

Degree: Bachelor of Arts

Work Experience

July 2023 to Present

Job Title: Compliance Coordinator

Charter School Specialists; 40 Hill Road South; Pickerington, Ohio 43147

Monitor compliance of community schools authorized by St. Aloysius Orphanage and provide technical assistance to support schools in becoming compliant with all rules, laws and terms of their charters with St. Aloysius. Conduct virtual and onsite compliance reviews, complete compliance reports, attend schools' Board meetings throughout the year, and engage in general interactions with school leaders, board members, and other representatives. Complete special projects as assigned.

November 2021 to July 2023

Job Title: Principal

Cincinnati Technology Academy; 3800 Glenway Ave; Cincinnati, OH 45205

As a principal I was responsible for providing transformative leadership focused on establishing academic and social support for staff and students. During my tenure I have increased enrollment from 25 to 35 students, implemented a school-wide mentoring and counseling program that were also open to family members, managed school logistics and budgets, set learning goals for students and teachers based on National curriculum, monitored, reported on teacher performance, and presented data from school performance to board members and researched new resources and techniques to improve teaching.

July 2020 to November 2021

Job Title: Dean of Students/Academic Coach

Miami Valley Academies; Dayton, Ohio

Responsible for approving faculty hiring, overseeing the budget, fundraising, setting academic rules and policies while developing academic programs and performing other administrative duties.

July, 2019 to July, 2020 Job Title: Principal
Dream Academy Community School; 224 W Liberty St; Cincinnati, OH 45202

As a principal I was responsible for providing transformative leadership focused on establishing the academic and social supports for staff and students. During my tenure I increased enrollment from 25 to 115 students, implemented a school-wide mentoring and counseling program that were also open to family members, managed school logistics and budgets, set learning goals for students and teachers based on National curriculum, monitored, reported on teacher performance and presented data from school performance to board members and researched new resources and techniques to improve teaching.

August, 2018 to December, 2018 Job Title: Teacher
Southwest Ohio Preparatory School; 5555 Little Flower Ave; Cincinnati, OH 45239

As a teacher I developed lesson plans and materials for classroom instruction to meet education goals using several teaching methods such as lectures, demonstrations, hands on activities and discussions. My role also involved securing staff and students, overseeing the implementation of the school-wide retention program, acting as the lead for the Intervention Assistance Team (IAT) and the Building Leadership Team (BLT).

January, 2017 to May, 2018 Job Title: Substitute Teacher
Cincinnati Public Schools; Cincinnati, Ohio

As a substitute teacher for Cincinnati Public Schools I was able to work at a number of schools delivering interactive classroom instructions to students as outline in the lesson plan. I taught diverse subjects for grades K-8, devoted private time to prepare for subjects where proficiency was less refined in order to lead classes effectively and administered standardized assessments with State-wide requirements while also documenting information in permanent records.

Work Skills

I am a creative and strategic decision maker with the capability of thinking outside the box to develop an environment that embraces success; exceptional customer service and the ability to partner with organizations.

I have experience in creating a proper and effective IEP that is clear and precise for families understanding with measurable goals. I have worked with families with disabilities to ensure the child/children received the proper ADA equipment at no charge. Through the IDEA program I was able to incorporate outside services for students.

Accomplishments

I have created a food pantry for the community.

I have created a wardrobe closet for families to have a chance to receive school uniforms, and toiletries.

Built relationships with businesses to help students and parents find employment and health care.

References upon Request

Dave L. Cash Jr.

40 Hill Rd S, Pickerington, OH 43147 (614)837-8945 dcash@charterschoolspec.com

Employment

President 2004-Present
Charter School Specialists Columbus, Ohio

The Founder and President of Charter School Specialists. This nationally known community school consulting organization provides array of implementation, operational and technical assistance services to community schools and community school sponsors. Many work products are developed including community school contracts, proposals, and evaluation materials. Charter School Specialists is frequently consulted by organizations around the country to assist in their development of schools and sponsoring organizations.

Compliance Manager 2003-2004
Ohio Council of Community Schools Toledo, Ohio

Evaluated new charter school proposals and then provided recommendations for disposition. Assisted new developers of charter schools in Charter School law, facility acquisition, and other technical assistance for initial operations. Developed and implemented all necessary technical workshops and documents to assist schools in successful planning, start-up and ongoing operations. Responsible to monitor and assess the compliance of each sponsored charter school to the Ohio Revised Code, Ohio Administrative Code, and all contractual elements within the charter school contract. Drafted position papers, and speaking points for Executive Director and for the Council. Attended State Board of Education meetings and formally represented the Ohio Council of Community Schools. Developed and implemented State-wide special education conference.

Education Consultant III 2000-2003
Ohio Department of Education Columbus, Ohio

Reviewed and evaluated all new charter school proposals. Negotiated charter school contracts with new developers. Provided technical assistance to school developers to facilitate the implementation of new community schools. Provided in-depth technical assistance to existing community schools in the Columbus and Southeast Ohio regions. Monitored compliance of assigned community schools to school contract and all pertinent state and federal laws. Served on the Local Report Card steering committee and School Improvement committee. Served as liaison to the Information Technology Office in regards to Education Management Information System (EMIS). Served as liaison to the Office for Exceptional Children. Project lead for Workshop 4 (Special Education Educator training). Team lead for the Community School Performance project. Assisted in the development of policies and procedures within the Office of Community Schools. Presented at education conferences and to school districts and other educational entities. Developed and implemented State-wide special education conference.

Dave L. Cash Jr.

40 Hill Rd South, Pickerington, OH 43147
(614)837-8945 dcash@charterschoolspec.com

Principal 1993-1999
Rosemont School Columbus, Ohio

Administrator of innovative alternative education school providing a combination of education and mental health services. Designed and implemented social and emotional learning curriculum to match mental health programming. Established, coordinated, and directed close working relationship with various public and private education and mental health entities. Initiated, designed and implemented collaborative relationship between Rosemont School, Salesian Boys' and Girls' Club of Columbus and the Franklin County Juvenile Court. Wrote yearly Federal Title grants to provide school-based substance abuse intervention services. Assisted in acquiring \$200,000 in private donations for a computer lab and guided training in computer assisted instruction.

Assistant Principal 1991-1993
Rosemont School Columbus, Ohio

Served as the primary disciplinarian and crisis counselor. Responsible for completing various required Ohio Department of Education forms. Administered the summer remedial reading and math program. Liaison to other mental health service providers. Directed student council and various incentive programs.

Case Manager 1990-1991
The Buckeye Ranch Grove City, Ohio

Supervised severely emotionally disturbed adolescents in a school to work program. Provided individual and group counseling. Liaison to community collaterals and families. Marketed program to various school and mental health organizations in the community.

Caseworker 1989-1990
Richland County Children's Services Mansfield, Ohio

Provided individual and group therapy to emotionally disturbed adolescents in a group home and in a residential center. Completed mental health assessments as needed. Assessed and evaluated children in order to determine need for long term residential treatment. Selected appropriate treatment facilities for children assessed and served as liaison to those facilities. Lead case presentations to acquire funds from community leaders.

Education **Educational Administration** (24 credit hours continuing education) 1997
The University of Dayton Dayton, Ohio

M.A. COUNSELING 1994
Ashland University Ashland, Ohio

B.A. PSYCHOLOGY & RELIGION/PHILOSOPHY 1986
Wilmington College Wilmington, Ohio

Certificate Ohio Department of Education, Non-tax Principal Certificate 1992

References Upon Request

Carol A. Dimoff

Office Manager

Charter School Specialist, Pickerington, Ohio

July 2018 to Current

- Coordinate calendar for monthly board meetings, document collection and distribution.
- Point person for maintenance, mailing, shipping, supplies, equipment, bills and errands
- Organize office operations and procedures
- Coordinate with IT department on all office equipment
- Responsible for managing office services by ensuring office operations and procedures are organized, correspondences are controlled, filing systems are designed, supply requisitions are reviewed and approved and that clerical functions are properly assigned and monitored
- Perform review and analysis of special projects and keep the management properly informed
- Allocate available resources to enable successful task performance

Executive Assistant, CEO/CFO; Legal Assistant, In-House Legal Counsel

Electronic Classroom of Tomorrow, Columbus OH

February 2011- January 2018

- Provided project management for HR, Communication & Marketing, and other executive teams
- Manage compliance and reporting for our Sponsor organization, meet weekly with sponsor representatives
- Assist the Board of Directors with monthly board agendas and meetings, communicates with board members, and provides administrative support
- Manage contracts database, process purchase request process, update consultant contracts
- Develop and manage organizations safety plan and procedures
- Conduct periodic reviews/audits to ensure that compliance with safety and emergency management procedures are followed
- Assess compliance or operational risks and develop risk management strategies
- Manage contracts
- Develop and update policies and procedures
- Planned and coordinated activities of designated projects to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters

Dimoff Consulting

September 1998—May 2011

- Developed and provided visitation mediation for divorced parents. Marion, Oh.
- Developed and taught smoking cessation. Mt. Pleasant, SC
- Assisted in opening a drug and alcohol treatment program; wrote policies, procedures and business plan. Mt. Pleasant, SC.
- Provided board development and resource development training. Marion, Oh.
- Assisted with CARF certification prep. Columbus, Oh.

Executive Director

Boys & Girls Club Of Marion Co, Marion OH

May 2007 – May 2010

Ensure effective operations of Club programs to facilitate the achievement of the mission of the Boys & Girls Club

- Developed policies and procedures to ensure public trust
- Managed all aspect of Human Resources including employee counseling, managing EEOC laws, labor relations, and personnel issues.
- Resource Development including working with local and state legislators on behalf of the BGC state association
- Implemented a comprehensive strategic plan that includes clear roles for staff, board, community volunteers and youth and parents
- Assisted the Board in identifying and developing effective board members and community advisory groups
- Developed strategies for generating revenues, ensure the annual budget is funded and the organization has

sufficient cash flow

- Implemented effective administrative and operational systems, including the use of technology for budgeting, grants management, data collection and communications
- Developed strategic alliances with community leaders and local officials as well as other youth serving organizations, schools, parents and families
- Managed the Boys and Girls brand in order to increase the visibility of Clubs, interact with community leaders and maintain strong public relations
- Developed and implemented the club's safety plan and implemented the safety plan for the schools our clubs used for services
- Effectively managed multiple projects, priorities and deadlines
- Obtained the Prevention license for Marion County through the ODAODS
- Lead member of the county Trauma Team: provided intervention and debriefing for community members that experience trauma

State Epidemical Outcomes Workgroup (SEOW) Manager

Pacific Institute for Research and Evaluation, SC

April 2006 - February 2007

- Develop the method and the first draft of its flagship document, the *South Carolina Profile on Alcohol, Tobacco, and Other Substance Related Indicators*, commonly known as the "state epidemiological profile."
- Organized workgroup meetings involving all agency partners in its progress; established a process to conduct periodic statewide/community assessments; workgroup members brought great expertise from their professional roles, such as planning and research coordinator, surveillance and evaluation coordinator, epidemiologist, data analyst, substance abuse treatment/prevention consultant, executive director, and program manager/coordinator.
- Created a report that includes graphs and tables that depict the use of alcohol, tobacco and other drugs in South Carolina during recent years, along with the associated consequences of that use.
- Worked to coordinate college drinking information through a common survey.
- Coordinated the development of a county-level epidemiological profile for each county in South Carolina
- Worked on state prevention committee for the professional development of South Carolina Prevention Professionals
- Research and interpretation of the law and legal precedence to assisted in the development of state level policy changes related to underage drinking.

Prevention Professional

Greenville Family Partnership & Charleston Center, SC

November 1999 – July 2005

Supervised and provided broad-based prevention services at the local level

- Collected and organized data about communities and plan programs or activities, collaborating with other organizations to address the community's needs. Community-based prevention services are designed to buffer known risk factors and enhance those factors that have been proven effective in protecting individuals, families and communities from the identified risks.
- Provided evidenced based prevention services, based on the Center for Substance Abuse Prevention's six strategy areas: information, education, alternatives, problem identification, community-based process, environmental and referral
- Provided the local community education and awareness about current trends related to substance abuse.
- Educated bartenders and salespersons about the importance of low-risk alcoholic beverage service to encouraging establishments to offer non-alcoholic beverage promotions to training servers and retailers to screen for false identification in an effort to detect underage consumers.
- Educated and work closely with local and state law enforcement on enforcement of underage drinking laws.
- Worked with local colleges on school policies, student and facility education, and law enforcement relating to underage drinking on campuses.
- Provided education for IOP programs on a variety of topics
- Safety committee and a member of the Safe Communities team
- Able to effectively manage multiple projects, priorities and deadlines
- Facilitated groups for parents, community leaders, community and groups about the current trends in drugs and alcohol
- Developed and participated in community speakers' bureau

- Managed program and resource library staff

Community Mental Health Child & Family Case Manager

Marion Area Counseling Center, Marion OH

August 1985 – August 1987/September 1991 – September 1999

- Provided community-based services to families with children identified as Severely Emotionally Disturbed (SED) and dual diagnosis.
- Coordinated wrap around services for the family with other agencies also providing services: schools, children's services, juvenile court/probation, jobs and family services and any other agency.
- Taught families behavior management skills, budgeting, parenting, medication management, or other issues identified in the child(ren)'s individual treatment plan
- Developed and implement individual treatment plan
- Co-facilitated and developed treatment groups: adolescent sex offender, domestic violence, parenting, children of addicted parents, anger management
- Provided school-based services in the high school alternative school and the SED classrooms.
- Arranged hospitalizations and after-care
- Provided after-hours emergency services for Children and families and Victims Assistance.
- Met the state required documentation in a timely manner.

Child—Parent Mediator

Child and Family First Council

August 1997 – September 1999

- Provided mediation services for law enforcement to reduce out of home placement, during community agency after hours, of youth in Marion County

Education

Canyon College

BSW

October 2006

Liberty University

Psychology, Professional Counseling

21 hours completed

Volunteer

Girls' softball and basketball coach

Boys and Girls Scouts

Smoke-Free Lowcountry Board of Directors 2001-2005

SRO Board of Directors 2013-2015

One Church

Grant writing for Out of Darkness Columbus

North Central Mental Health Services Board of Directors 2022 - current



ANDREA N. DOBBINS

456 Southview Drive, East Liverpool, OH 43920 | (C) 330-831-6648 | adobbs22315@gmail.com

PROFILE

Experienced principal and academic coach specializing in data-driven instruction and quality school improvement. An experienced educator that remains focused on educationally sound best practices to meet and enhance students' needs and interests.

EDUCATION

Master of Science: Educational Leadership

Salem International University, 2010

Course of Study: Principal, Supervisor of Instruction, & Superintendent Pre-K to Adult

Ohio License Held: Principal grades 5-12, Administrative Specialist Curriculum, Instruction, and Professional Development, Integrated Social Studies grades 7-12

Bachelor of Science: Education

Youngstown State University, 2005

High School Diploma: College Prep

East Liverpool High School, Class of 2000

WORK EXPERIENCE

Charter School Specialists- Director of Online Education, School Improvement Coordinator

10/2019–Current

Provide oversight and monitoring of sponsored charter schools. Attend governing authority meetings to provide pertinent state, and sponsor information, legal updates, deadlines and support to governing authority members and school leaders. Monitor implementation of school education plans including curriculum and resources, staff and school leader evaluations, multi-tiered systems of support, school improvement plans, and academic data. Provide technical assistance to schools to support governing authority and school improvement planning. Provide remote learning support and guidance to building leaders. Work with e-schools to identify key issues in digital learning. Provide implementation support for developing online programs.

Buckeye Online School for Success- Principal

05/2012–10/2019

Served as school leader responsible for overseeing the daily operations of the school. Developed curriculum, facilitated professional development planning, established and maintained community partnerships. Created and monitored school improvement planning for the district.

Buckeye Online School for Success- Teacher

04/2006–05/2012

Created an interactive virtual classroom atmosphere to maintain student interest and facilitate learning. Developed an online course of study for the American Government curriculum.

PROFESSIONAL REFERENCES

Porsche Chisley, Director of School Improvement- Charter School Specialists
pchisley@charterschoolspec.com

Don Thompson, Director- Buckeye Online School for Success
330-385-1987
dthompson@go2boss.com

Maria Hoffmaster, School Improvement Consultant- State Support Team Region 5
330-533-8755
maria.hoffmaster@sstr5.org

Michael Douglas, Treasurer- Salem City Schools
330-332-0316 ext. 58217
DouglasM@salem.k12.oh.us

Jack Cunningham, Principal- North Elementary East Liverpool City Schools
330-386-8772
jcunningham@elcsd.k12.oh.us

BRIAN DUNBAR

Chief Compliance Officer



PHONE: 614-202-3897

LinkedIn: <https://www.linkedin.com/in/brian-dunbar-b565a698>

EMAIL:

bdunbar@charterschoolspec.com

EDUCATION

Mount Vernon Nazarene University

2004 – 2006 Master of Education (MEd)

The Ohio State University

1995 – 2000 Bachelor of Arts- History

WORK EXPERIENCE

Charter School Specialists – Chief Compliance Officer (current)

Previously: Chief Operations Officer, VP of Compliance/Director of Sponsorship/Director of PD and Curriculum (16 years)

September 2008 – Present

Hired as the Director of PD and Curriculum with particular focus on compliance coordination in 2008, promoted to Director of Sponsorship then Vice President of Compliance. Focused on implementing compliance monitoring processes to ensure sponsored schools are operating in accordance to rule and law. In the role as CCO, I am focused on ensuring all compliance processes are implemented in accordance with the CSS SOPs, and are implemented in a way that meets all exemplary standards.

Centura Community School – Development Team/School Leader (3 Months)

June 2008– August 2008

Worked to develop and start a new community school with an out-of-state operator, Roger Bacon Schools (North Carolina). School did not open due to low student enrollment.

Imagine Schools – Academic Coach and 4th Grade Teacher (1.5 years)

March 2006 – August 2007

Implemented new academic programming for Academy of Columbus as Academic Coach. Assisted development team to open Groveport Community School then taught 4th grade and implemented the free and reduced lunch program for the school.

Millennium Community School - 4th Grade Teacher (6 years)

April 2001– March 2006 and August 2007- June 2008

Taught 4th grade self-contained classroom. Students consistently exceeded expected gains.

I appreciate you every day and am grateful to be working for CSS. All organizations have disagreements and challenges, of course, but this is the best place I've ever worked –

Comment from CSS Compliance Coordinator regarding Brian Dunbar as Manager

Kimberly H. Dunlap

OBJECTIVE

A professional Accounting leadership role where proven strengths in budgeting, reconciliations, team building, and customer relationships will contribute to overall efficiency, profitability and organizational growth.

QUALIFICATIONS

An Accounting professional with 23 years of experience in day to day accounting as well as 13 years supervision and management. Brings to the position an excellent mix of skills in:

- Implementing new accounting systems, developing internal controls and procedures.
- Managing projects and monitoring expenditures for compliance.
- Account/bank reconciliations, budgeting, analysis and financial statements.
- Deploy strong interpersonal skills while managing and training staff to cultivate productive, goal oriented team players.
- Strong technical skills include Microsoft Word, Excel, Outlook, Quickbooks, MIP fund accounting, USAS, Microsoft Dynamics (Great Plains), FRX reporting, Paychex, 10 key by touch.
- Governmental (School) Accounting

ACHIEVEMENTS

Structured and developed start up organization's accounting department from the implementation of software, development of policies and procedures, to the hiring and training of all accounting staff.

Project manager for the creation and implementation of new G/L system and installation of accounting software geared toward fund accounting contributing to the overall efficiency in monitoring revenue and expenditures of multiple State and Federal Grants for compliance with State auditors.

Collaborated with Bank on an automated account reconciliation program, virtually eliminating fraudulent activity on Company accounts and also decreasing the amount of time spent reconciling monthly bank statements by approximately 40%.

Collaborated with CFO to establish, implement and offer additional benefits to employees including Flexible Spending Accounts and various voluntary products as well as a 457 plan.

EXPERIENCE

Fiscal Specialist, Charter School Specialists Pickerington, OH

- Monthly reconciliations, financial reporting.
- Compilation of Financial Statements.
- Bank reconciliations.
- Recurring journal entries and all adjusting entries.
- All A/P, project cash requests and final expenditure reports.

Kimberly H. Dunlap

EXPERIENCE (Continued)

**Lead Accountant, Consumer Support Services
Newark, OH**

2009-2012

- Monthly reconciliations, financial and variance reporting.
- Compilation of Financial Statements
- Recurring journal entries and all adjusting entries
- Bi-weekly, monthly, quarterly and annual payroll tax returns, Annual Unclaimed Funds Reporting
- Payroll back up (In-house)

**Controller, Alzner Masonry, Inc.
Canal Winchester, OH**

2008-2009

- Create and maintain annual budget, manage and maintain inventory.
- Bank reconciliations
- Process biweekly payroll, associated taxes and garnishments.
- Monthly reconciliations, financial and variance reporting.
- Monthly billings, A/R, A/P, collections.
- Liaison with outside CPA.
- Monthly, quarterly, annual tax returns including Sales & Use Tax, CATax, W-2's and 1099's.

**Accounting Manager, Electronic Classroom of Tomorrow
Columbus, OH**

2000-2007

- Create budgets and revisions as required for 6 federal and state grants. Monitor all expenditures for compliance, including project cash requests and final expenditure reports.
- Manage Accounting staff (A/P and Payroll). A/P staff processed approximately 5,500 checks/month. Semi-monthly payroll for 500+ employees (approximately \$1.2 million/month).
- Weekly Aging reports, Semi-monthly payroll reconciliation, monthly reconciliations (including benefits and bank), journal entries, annual STRS reporting, and all month-end close duties including preparation of financial statements.
- Daily transfer of FTP (Positive Pay) file to bank.

EDUCATION/TRAINING/AWARDS

Kalamazoo Valley Community College, Accounting Major

Ohio State University, Professional Grant Writing and Research

STRS Ohio, Ohio Employer Reporting Workshop

Management Performance International, Leadership Skills for Enhancing Work Performance

Management Performance International, Personal and Professional Effectiveness

Management Performance International, Optimizing Team Effectiveness

Awarded, Employee of the Month June, 2005

Awarded, 5 Year Service Award, September, 2005

Katie Frank

196 Berger Aly. Columbus, OH 43206 · (419) 261-0987 · ktmomenee@gmail.com

Professional Summary

Experienced Operational Manager with strong product planning, communication, and people management skills. Primary focus to date in K-12 education, non-profit management, and communication strategies. Proven track record of driving operational excellence, optimizing processes, and achieving results. Passionate about strategic planning, team leadership, and delivering exceptional outcomes.

Skills

- Strong organizational, analytical, and communication skills (both verbal and written).
- Proven team leader with the ability to direct, train, and foster teamwork and collaboration.
- Thrives under pressure, consistently meeting deadlines.
- Proficient with various technologies and quick to learn new systems.
- Experienced in media and marketing across multiple platforms and mediums.
- Skilled in building positive relationships with stakeholders and successfully directing events and fundraising efforts.

Work History

Compliance Coordinator, 7/2024 - Present

Charter School Specialists - Ohio

- Monitor annual compliance of Ohio community schools, conducting onsite reviews and ensuring adherence to laws, rules, and charter terms.
- Provide technical assistance to schools, attend Board meetings, and foster relationships with school leaders and representatives.
- Manage special projects and apply expertise in public charter school sponsorship, with a strong understanding of federal and state laws, administrative rules, and contracts.

Senior Operations Associate, 7/2023 to 7/2024

KIPP Columbus - Columbus, Ohio

- Developed and maintained the operational vision for a K-12 campus of 2,300 students, aligning with academic and cultural goals.
- Managed and coached an operations team of 7-10 members, overseeing facilities, transportation, and student recruitment strategies.
- Led communication strategies for internal and external stakeholders, while overseeing procurement and ensuring operational excellence across teams.

Operations Manager, 8/2022 to 7/2023

The Lincoln Center for Family and Youth - Columbus, OH

- Supervised and managed all startup operations for LINC Academy, coordinating with stakeholders and community partners for a projected Fall 2024 opening.
- Delegated tasks to educators to ensure a safe and enriching environment while building relationships with prospective students and families.
- Developed outreach initiatives to engage the community, grow partnerships, and explore best practices for mental health support.

Operations Associate, 7/2020 to 8/2022

Success Academy Charter Schools - Fort Greene. 101 Park Ave, Brooklyn, NY 11205

- Supervised school-wide communications, managed events, and engaged in family advocacy, ensuring clear timelines, communication, and follow-up.
- Oversaw budget, ordering, inventory, and emergency preparedness tasks, while training staff on operational systems, scholar health, and safety protocols.
- Managed attendance policies, food service compliance, and maintained high aesthetic standards, holding staff accountable to expectations.

Operations Manager, 11/2018 to 7/2020

GiGi's Playhouse NYC - Harlem. 116 W 117th Street. New York, NY 10026

- Managed educational, therapeutic, and career development programs for over 1,000 individuals with Down syndrome and their families, coordinating staff, interns, and daily operations.
- Organized fundraising events, including holiday celebrations raising \$400,000 annually and a gala raising over \$150,000, while handling all donations and acknowledgments.
- Led social media strategy, authored newsletters, managed finances and budgets, and collaborated with the Board of Directors to support fundraising and community initiatives.

Showroom Experience Coordinator, 04/2017 to 11/2018

Herman Miller – Flagship. 251 Park Ave South. New York, NY 10010

- Arranged itineraries, agendas, and appointments for guests and staff, managing multiple calendars and hosting international visitors at the NYC showroom.
- Maintained the contract sales and retail textile library, while ensuring a positive, client-focused environment for internal staff and clients.
- Managed brand standards across the multi-story showroom and assisted with technology issues in collaborative spaces.

Education

Bachelor of Fine Arts: 2016

Wright State University – Dayton, Ohio.



KRISTEN FRANZ

EXPERIENCE

LEAD COMPLIANCE COORDINATOR

Charter School Specialists

July 2023-Present

- Assisting and monitoring community schools in meeting the necessary compliance documentation required by the Department of Education and Workforce
- Maintaining well-organized and predictable documentation for each school to guarantee accuracy and efficacy for the Sponsor Evaluation System.
- Providing technical assistance to school leaders and board members as needed
- Creating accessible resources for school leaders to easily upload required documentation
- Reviewing Ohio Revised Code to verify accurate document collection
- Completing on-site student file reviews and providing support and assistance as needed
- Connecting with school leaders and management organizations through virtual compliance reviews to ensure understanding of the compliance process
- Triennial team peer reviews and regular self-checks for oversight and feedback

ELEMENTARY TEACHER

Platte River Academy

July 2013-June 2023

- Streamlined our schoolwide K-8th grade writing assessment scoring process through the creation of digitized forms, spreadsheets, and data/error analysis to aid in efficiency and accuracy
- Interviewed, selected, and evaluated teacher's aides completing regular performance evaluations and developing corrective actions as needed
- Onboarded and trained new teammates and instructional aides
- Involved in various leadership roles including contributing to the creation of a revised professional growth plan, organizing our school spelling bee, and heading an after-school club
- Attended International Society of Technology in Education (ISTE) conference and trained colleagues in new technology implementation

CONTACT

 (303) 520-1367

 kmfranz85@gmail.com

 3854 Abbie Lakes Drive
Canal Winchester, OH

EDUCATION

BACHELOR OF ARTS

Colorado Christian University

2013 (Dean's List)

SKILLS

- Detail-oriented with a critical eye
- Creativity & Innovatation
- Organizational know-how
- Master Multitasker
- Logistical Planner
- Experienced in Conflict Resolution
- Interpersonal Skills
- Strong Communication
- Proven Leadership Abilities
- Product Design & Content Creation
- Software Proficiency
- Writing and Editing
- Lifelong learner



CONTINUED EXPERIENCE

- Designed and created supplemental teaching/training resources to enhance performance, organize data, and streamline efficiency
- Conducted assessments and analyzed data to determine performance gaps and goals for growth
- Completed numerous professional development courses around classroom management, curriculum development, social-emotional learning, and teaching best practices

DATA ENTRY AND ANALYSIS

PathLogistics

2007-2008

DATA RECONCILIATION SPECIALIST

EchoStar LLC.

2006-2007

FIELD REPRESENTATIVE

Keller Williams

2005-2006

PRESCHOOL TEACHER'S ASSISTANT

Gateway Academy

2002-2004

REFERENCES AVAILABLE UPON REQUEST

Buddy Harris

919-423-7829 | harris.buddy@gmail.com | 1172 Autumn Creek Cir., Westerville, OH 43081 | [LinkedIn.com/in/harrisbuddy](https://www.linkedin.com/in/harrisbuddy)

PROFESSIONAL OVERVIEW

A senior-level leader in the education sector who excels at the intersection of people, policy, problem solving, and creativity. Results-driven and exceptional at making connections, working with diverse stakeholders, synthesizing complex ideas, developing effective strategies, and building cross-sector partnerships rooted in trust and empathy.

SKILLS

Strategy	Program Management	Program Design	Making Connections
Collaboration	Problem Solving	School Improvement	Building Rapport
Personnel Management	Writing	Partnership Development	Decision-making

WORK EXPERIENCE

Charter School Specialists | Pickerington, OH March 2020 – Present

Vice President, School Improvement

- Drive sponsor-level school improvement functions for 75 charter schools to help improve the academic outcomes for thousands of students across Ohio.
- Direct a high-performing team of seven school improvement professionals to deliver impactful tools, value, coaching, and compliance monitoring support for sponsored schools.
- Engage with state leaders, associations, and stakeholder groups on key policy issues to support school choice and innovative approaches to education.

UBTECH Education | Los Angeles, CA (Remote) August 2019 – May 2020

Director, Strategic Partnerships

- Cultivated partnerships with industry and education associations to position UBTECH solutions.
- Built cross-sector partnerships with business/industry, higher education, trade groups and associations, and K-12 districts to position the company as an advocate for STEM education and workforce development.

Ohio Department of Education | Columbus, OH August 2014 – August 2019

Director, Office of Innovation

- Orchestrated innovative programs in competency-based education, personalized learning, and community engagement impacting over 100 school districts.
- Represented agency as senior level member across a variety of national organizations including the Cross-State Competency Based Ed Collaborative, and CCSSO's Transformational Leaders Workgroup.

Buddy Harris

WORK EXPERIENCE CONTINUED – Ohio Department of Education

Senior Policy Analyst (ODE)

- Served as trusted member of the senior policy team, advising the State Superintendent of Public Instruction and collaborating with the executive branch on large-scale policy initiatives.
- Led the administration and implementation of the \$10 million Community Connectors grant resulting in hundreds of community partnerships designed to better the lives of Ohio's students.

The Hunt Institute | Durham North Carolina

November 2012 – August 2014

North Carolina Policy Analyst

- Tracked latest developments in education and wrote research briefs and articles to inform and update legislators as they made state-level policy decisions.
- Co-organized the 2014 Holshouser Legislators Retreat attended by 60 state legislators, national experts and school leaders with the purpose of learning about latest education innovations.

EARLY CAREER HIGHLIGHTS

North Carolina Central University | Durham, NC

April 2006 – August 2012

- Curriculum Developer, Institute for Homeland Security & Workforce Development
- Executive Director, Public Allies North Carolina
- Adjunct Professor, Departments of English and Public Administration

Teach for America | Clinton Middle School, Clinton, Louisiana

June 1995 – June 1997

EDUCATION

Center for Education Policy Research, Harvard University | Strategic Data Fellowship

2017

- Researched data use for improved public policy in alternative education

The Ohio State University | Columbus, OH | MFA – English/Fiction Writing

2005

University of Mississippi | Oxford, MS | MA – Southern Studies

- Researched education and social capital in rural Southern communities

2001

University of North Carolina at Chapel Hill | Chapel Hill, NC | BA/BA Journalism and Psychology

1994

LORI HAWK

1583 Timbertop St, Lancaster, OH 43130 | loriann.hawk@gmail.com | 740-503-2912

PROFESSIONAL EXPERIENCE

Charter School Specialists – April 2024 – Current

Project Manager Assistant

- Track and report sponsored schools' compliance to Ohio Department of Education and Workforce
- Support the Compliance Department in collection and review of documentation of sponsored schools
- Coordinate conferences and company events as needed
- Support other departments as needed

Buji ActionCOACH – 2019 – 2023

Director of Operations – December 2019 to November 2023

- Manage workload and professional development for 4 direct reports, including Sales, Marketing, and Administrative teams
- Drive initiatives in the Executive Team and organizationally that contribute to long-term operational excellence
- Plan and monitor day-to-day running of business to ensure smooth progress toward business goals
- Create and manage project roadmaps for dozens of simultaneous initiatives
- Define, develop, and implement policies and SOPs in all departments of the business
- Franchise Contract Management: legal compliance for franchise sales, including agreement preparation and audit
- Manage and supervise team members from all departments, holding them accountable to personal KPIs with constructive feedback, provide positive reinforcement, coaching, and/or suggestions to improve productivity to meet personal goals as they align with organizational objectives
- Serve as main point of contact for all key relationships with franchise partners, clients of the firm, franchisor, strategic partners.
- Ensure overall customer satisfaction with all key relationship and team members
- Financial management, including regular review of KPIs and financial information; adjust operational budgets to promote profitability
- HR management: created and implemented a cohesive employee handbook, payroll/PTO administration, interviewing/hiring/onboarding all new employees, writing all job descriptions
- Software and hardware support for internal team, trouble-shooting as needed
- Strategically assess operations to identify areas for improvement
- Ensure that Accounts Receivable & Accounts Payable requests are resolved and communicated in a timely manner to internal and external parties
- Back-up all Office Manager duties listed below

Office Manager – January 2019 to November 2019

- Manage all day-to-day administrative matters
- Compile & report weekly KPIs of all departments
- Create & manage SOPs for all departments
- Manage filing for financial, legal, and sales documents
- New franchisee onboarding, including preparation and submission of legal agreements, registration with Franchisor, and ensure compliance requirements are met
- Calendar and travel management for on-the-go owners, maintaining highest level of confidentiality at all times
- Manage Inventory: sales & marketing collateral, office supplies, food/drinks, books, and other items as necessary
- Support Sales & Coaching teams with all administrative needs serving as Client Care Coordinator
- Event planning and execution, both locally and in remote locations across the US, including creation of marketing collateral
- Light social media and website management
- Light bookkeeping: Manage invoicing and AP for 3 lines of business in Quickbooks, manage petty cash
- Manage CRM: maintain & update all leads & prospects, create email campaigns and reports, keep current pulse on sales pipeline, administrative follow-up with candidates

NFocus Consulting, Inc. – March 2014 to August 2018

Operations Supervisor – July 2017 to August 2018

- Manage workload and professional development for 11 direct reports, including Data Analysts and Quality Control Specialists
- Daily workflow coordination in a high-paced, data production environment
- Decision Maker – primary trouble-shooter for escalated issues with clients, vendors, and multi-department projects, including after-hours emergency resolutions
- Quality Control Specialist back-up for vacations and sick leave
- Develop and implement workload matrix and department SOPs to optimize production and improve employee work/life balance
- As a member of the Leadership Team, collaborate with executive management to ensure customer satisfaction while developing internal efficiencies and maintaining profitability

Account Manager – March 2014 to July 2017

- Development Team Lead for web-based customer data portal
- Customer Service Liaison & Team Lead for new custom software development initiative
- Primary contact for clients, managing their marketing campaigns through strategic planning and order processing
- Manage budget and project costs for invoicing multi-store campaigns
- Back up for Front Desk responsibilities, including answering multi-line phones

Hawk Childcare – January 2010 to March 2014

Owner & CEO

- Managed Budget and Maintained Bookkeeping for Invoicing and Tax purposes
- Maintained compliance with the State of Ohio for Type B Childcare Certification
- Worked directly with families and Fairfield County officials
- Daily care for 6+ children

Lancaster Bingo Company – February 2006 to December 2009

Customer Service Supervisor

- Oversaw daily operations and workflow of Customer Service Center and CS Representatives
- Created and maintained multiple databases to comply with multi-state regulations
- Managed reservations for Annual Client Trade Show for 300+ customers
- Initiated performance improvements in the CS Department and followed through with their development
- Assisted customers via multi-line call center with excellent communication skills and problem-solving abilities

ADDITIONAL QUALIFICATIONS

- Microsoft Office Suite – both PC and Mac OS
- Asana Project Management System
- CRM Management (i.e. InfusionSoft)
- Adobe Creative Cloud
- Canva
- Strong interpersonal, verbal, and written communication skills
- Growth-minded self-starter, highly organized, adapts to changes easily, quick learner
- Demonstrated ability to work effectively at all levels of the organization and cross-functionally

EDUCATION

- Leadership & Management Master Class – ActionCOACH – 2023
- Ohio University – Completed coursework for BS in Organizational Communication – 2007-2009
- Smyrna High School – Smyrna, TN – 2003

Jennifer E. Heyman

4 Edgewater Court- Wakeman, Ohio 44889

216.402.4152

jennifer.heyman1@gmail.com

*"Love is the heartbeat of this school,
and it comes from Miss Heyman.*

*Every teacher is hired with the
knowledge and intention that they are
here to love kids and equip them with
the tools needed for lifelong success."*

-Tiffany Fong, Teacher

*"Ms. Heyman has a natural ability
to lead. She builds strong and
impactful relationships with her team
and her families by pushing each of
them to reach their highest potential.*

*She does not falter in the face of
adversity, and she has seen success in
every role she has earned."*

-Pharaon Hranko, Principal

*"You saw something in me that no
one else did. If it weren't for you, I
never would have made it."*

-Isaiah Ray, Former Student

Objective

Assiduous, passionate, driven leader seeking to further her ability to touch the lives of students of all ages; motivated by success and willing to work diligently to help every school reach their fullest potential, achieve excellence, and prepare students for lifelong success

Education and Certifications

Bachelor of Science in Early Childhood Education, Cum Laude

Bowling Green State University, 2008

Certifications

State of Ohio, Preschool through Third Grade Education

Ohio Teacher Evaluation System 2.0

State of Ohio, Alternative Principal Licensure (In Progress)

Key Qualifications

Experience in **hiring and retaining high quality educators**, as evidenced by a 90% staff retention rate over the last three school years

Instructional leader with measurable accomplishments, including increasing the Performance Index score on the state report card from a 43/F to a 54.6/D within one school year, while maintaining a "C" or higher in the Special Education Category

Capability to **analyze cause and effect relationships** and implement solutions to problems, as evidenced by the addition of a Preschool and a Yoga and Meditation Room to both increase enrollment and increase student achievement

Accomplished academic coach with proven results, as evidenced by all teaching staff holding Skilled or higher rating on the Ohio Teacher Evaluation System

Interpersonal and organizational skills that will be beneficial in coordinating and leading high yield Professional Development and collaborating with colleagues

Ability to interact with at-risk students and families and **respect for diversity** in experiences and backgrounds of individuals

Desire to **work relentlessly** in the pursuit of the **Charter School Specialists' Mission and Vision**

Employment

- **Director of Literacy Development, Charter School Specialists:** October 2023-Present
Pickerington, Ohio; Duties: Provide oversight and technical assistance to schools related to literacy, ensure alignment of documents to legislative requirements and best practices, lead workshops and professional development related to literacy for schools.
- **School Improvement Coordinator, Charter School Specialists:** August 2021-September 2023
Pickerington, Ohio
- **Principal, Orchard Park Academy:** August 2018 to May 2021
Oakmont Education, Cleveland, Ohio
- **Principal, West Preparatory Academy:** January 2015 to August 2018
Oakmont Education, Cleveland, Ohio
- **Assistant Principal, Imagine Harvard Community School:** August 2013 to January 2015
Imagine Schools, Cleveland, Ohio
- **Third Grade Teacher, Imagine Cleveland Academy:** August 2012 to August 2013
Imagine Schools, Cleveland, Ohio
- **Fourth Grade Teacher, C.M. Grant Leadership Academy:** August 2011 to August 2012
The Leona Group, Columbus, Ohio

- **Third Grade Teacher, Bucyrus Elementary:** August 2009 to August 2011
Bucyrus City School District, Bucyrus, Ohio

References available upon request.

CARLA ISAAC

12317 Woodsfield Cir. W, Pickerington, OH 43147

(614)314-5670

cisaac@charterschoolspec.com

BACKGROUND

I have worked in community school sponsorship for over eighteen years and 14 years in state and city government. I use my skill set in the areas of project management, document management and special projects coordination to ensure sponsor compliance in a wide range of areas and to provide resources and information to schools.

PROFESSIONAL EXPERIENCE

<u>SPECIAL PROJECTS DIR/COMPLIANCE COORD</u>	<u>YEARS EMPLOYED (2005 -PRESENT)</u>
<i>Charter School Specialists</i>	<i>Columbus, Ohio</i>
<ul style="list-style-type: none">■ Oversee key sponsorship projects■ Responsible for coordinating with the Ohio Dept of Education on various issues and compliance■ Maintain and track key compliance submissions.■ Provide customer service to all sponsored schools■ Create and maintain data using various software■ Retain, scan, and track files■ Assist schools as needed with transportation and document compliance.■ Assist with student services and records■ Create and distribute marketing materials by mail and conferences■ Coordinate and schedule meetings■ Review and sponsor approve potential board members for sponsored schools■ Develop and distribute monthly newsletters■ Review school calendars and schedules to ensure minimum hours are met■ Maintain OEDS and follow up with other school OEDS administrators to ensure accuracy in the directory for schools■ Assist schools in need of guidance and implementation on soes, direct certification, OEDS, LPDC setup, school records and community school laws■ Review new school applications and contracts■ Send information and reminders to schools on timelines, deadlines for compliance. and communications from Ohio Dept of Education	

<u>ADMINISTRATOR ASSISTANT</u>	<u>YEARS EMPLOYED (2001 - 2004)</u>
<i>Columbus Public Schools</i>	<i>Columbus, Ohio</i>
<ul style="list-style-type: none">■ Assisted the Principal in daily functions at school■ Coordinated travel arrangements for Principal and faculty■ Organized and oversaw Honor Roll assemblies and produced all Honor Roll Awards using Power Point, arranged for meals, sent out flyers and letters to inform parents■ Arranged catering and entertainment for faculty /staff luncheons, dinners and assemblies■ Produced and maintained staff and student roster to produce mail merges, name tags and mailing labels for assemblies and public meetings■ Created presentations using Power Point for staff meetings and parent/teacher meetings and operated overhead equipment■ Supervised secretary and non-certificated staff■ Acted in the Principal's absence by attending administrative meetings, disciplining students, contacting parents, and reconciling petty cash■ Input and updated all student information in the Student Information System (SIS)■ Produced reports and letters using SIS■ Produced all reports and corresponded with the Franklin County SMART Liaison and attended court when necessary for all excessive student absences/parental neglect.	

- Input and tracked purchased orders and monitored account balances using CPSone software
- Inventoried all school property and produced reports for the CPS Treasurer's Office
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared payroll

ADMINISTRATIVE ASSISTANT

YEARS EMPLOYED (1999 - 2000)

American Management Systems

Columbus, Ohio

- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Prepared presentations using Presentations, Freelance and Power Point for interdepartmental meetings and conferences
- Acted as liaison between our office and various state agencies
- Prepared brochures, flyers, name tags and banners for meetings and conferences
- Coordinated travel for the administrative office
- Setup meetings between AMS and state and county agencies, arranged for conference rooms, equipment and meals
- Prepared registration forms and packets, collected fees and oversaw registration table at conferences
- Prepared flow charts and organizational charts using Easyflow, OrgPlus and Visio software
- Created and maintained automated templates using WordPerfect and Access software
- Arranged catering services for various work related functions
- Used databases software to setup and track personnel and their evaluations
- Proofread documents for accuracy and ensured compliance with company policy
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis
- Processed claims and billings for ICMS project
- Maintained computerized file and log system for supplies, reports, and manuals
- Maintained/troubleshoot printers and copiers
- Acted for Executive Assistant in her absence
- Opened and distributed mail
- Answered multi-line phone system

EXECUTIVE SECRETARY

YEARS EMPLOYED (1991 - 1998)

ODHS, Office of Fiscal Services

Columbus, Ohio

- Reported directly to the Deputy Director to perform all routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared and analyzed various reports using spreadsheet software
- Prepared presentations for the Department of Human Services and various counties for interdepartmental and intradepartmental meetings
- Composed correspondence, memos, letters and position descriptions using various software
- Created complex merges and documents for all 88 counties using various software
- Proofread documents for accuracy and ensured compliance with company policy
- Coordinated Human Services Finance Officer's (HSFO) conference in Columbus, Ohio by arranging travel and hotel arrangements for ODJFS, speakers and registrants, securing conference space, securing speakers, distribution of conference materials, creating brochures, registration forms, and name tags; registered and collected registrations fees of conference attendees; Solicited sponsors for conference and oversaw nightly entertainment for guests,
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis for the Deputy's office
- Screen applications and set up interviews
- Produced automated forms for the Administrative office and various bureaus

- Prepared Payroll for the Administrative office and bureau chiefs
- Setup and maintained automated templates for use among other offices using WordPerfect, Jetforms, Form Tool Gold, access, etc.
- Setup and maintained filing system
- Answered multi line phone system
- Provided customer service for the Administrative office and the bureaus
- Arranged meetings for the deputy director and assistant deputy
- Maintained deputy director's and assistant deputy's schedules
- Attended meetings in the Administrative Assistant's absence
- Maintained/ troubleshoot copies and printers
- Ordered and maintained supplies using payment card
- Acted as liaison between other state offices and agencies
- Provided assistance to the Director's office Legislative Office

WORD PROCESSING SPECIALIST II

YEARS EMPLOYED (1988 - 1991)

Ohio Department of Human Services

Columbus, Ohio

Office of Administrative Support

- Composed correspondence and memos for the Deputy Director using various software
- Prepared organizational charts and flow charts using Easyflow and OrgPlus
- Prepared charts using Easyflow
- Provided customer service for the Deputy's Office
- Updated and maintained state procedure manuals
- Performed complex merges using various software packages
- Setup and maintained personnel database using Access software
- Screened employment applications and set up interviews
- Prepared Payroll for the Deputy Director's office and bureau chiefs
- Arranged meetings
- Setup and maintained filing system
- Answered multi phone system
- Responsible for mass mailings to all 88 counties in the state of Ohio

EDUCATION & REFERENCES

Available upon request

JASON P. KEE
1541 E. Quail Run Dr
Newark, OH 43055
Mobile Phone: 740-258-8932
Email: jasonpkee@gmail.com

Summary of Professional Qualifications:

- ❖ 11 years of Management and Supervisory experience
- ❖ 1 year of Charter School Experience
- ❖ Ohio School Business Manager License
- ❖ Licensed to practice Law in the state of Ohio

Work Experience

**Charter School Specialists
Pickerington, OH**

- Directing the New School Application Process
- Directing the Charter Contract and Attachment Process

**July 2022 - current
Assistant Legal Counsel**

- Monitor new legislation and communication of legislation updates to schools
- Directing document collection for charter school sponsor evaluation

**Gahanna Jefferson Public Schools
Gahanna, OH**

- Management of daily route operations
- Budget Management and oversight
- Training of transportation personnel

**July 2018 – July 2022
Director of Transportation**

- Supervision of transportation personnel
- Preparation of Ohio Department of Education required reports
- Student behavior management

**Newark City Schools
Newark, OH**

- Management of daily route operations
- Budget Management and oversight
- Training of transportation personnel

**August 2011 – July 2018
Director of Transportation**

- Supervision of transportation personnel
- Preparation of Ohio Department of Education required reports
- Student behavior management

**Law Firm of Jason P. Kee, Esq.
Newark, OH**

- Handling general practice matters
- Handling estate planning and estate administration matters

**2009 – 2011
General Practice Attorney**

- Handling domestic relations matters
- Advising businesses and representing businesses in litigation and arbitration matters

**Zollinger, Gruber, Thomas & Co.
North Canton, OH**

- Document drafting for several areas of law
- Primary attorney for all estate planning and estate administration matters

**2007 - 2009
Real Estate/Business Firm Associate**

- Advising clients regarding commercial real estate transactions
- Handling all litigation matters for specific corporate clients

Education:

- Ohio State University. Classes for Ohio School Business Manager's License. May 2016
- University of Akron Law School. Graduated with a Juris Doctorate Degree. May 2007.
- Kent State University. Graduated with a Bachelor of Arts. May 2004.

Volunteer Work:

Providing Limited Representation Service to the Volunteer Legal Services Program "Save the Dream" Foreclosure Project; Providing Limited Representation and pro bono legal work with SEOLS pro bono clinics.

Licenses:

- Attorney (0082818);
- Ohio School Business Manager License (OH3148297);

Membership Associations:

- Member of Alliance of Public Charter School Attorneys;
- Member of American Mensa;
- Member of Ohio Association of School Business Officials

Kodie M. Keller

2238 Emerald Drive Akron, Ohio 44312 (330) 464-1265 kodie.keller@gmail.com

Professional Summary:

Professionally, I am seeking a position in school administration/office management that allows my communication skills and managerial experience to continue to further advance my career. The next step in my career path is to gain opportunities to further develop and utilize leadership roles in an organization where my combination of skills and experience can be of mutual, long-term benefit.

Education:

The University of Akron: B.A. in Business and Organizational Communication

- Public Relations and Intercultural and Interpersonal Communications
Ohio State Beekeepers Association, Summit, Medina, and Tri-County Beekeepers Associations
- Annual beekeepers seminar and classes/mentorship programs /OH state Journeyman certification

Proficient in:

Community School Compliance
PowerSchool student/administration system
School Mint student/administration system
DASL student/administration system
Enrollstream business system
House Bill 410: Attendance and truancy reporting
Managerial systematics for staff and professional development
Communicatory wellness between staff lines and parent/guardian lines
Press Release formatting and distribution to media outlets
Special event and promotional marketing/coordination
Academic and Student Support
Non-violence Training and certification
First Aid/CPR certified
Microsoft Operating Systems/Programs
Canva Design system
Type 90 words per minute
Apiary development and education

Professional Experience:

Charter School Specialists

Pickerington, OH

School Compliance Coordinator

July 2023-Present

- Monitor compliance of community schools
- Provide technical assistance to support schools in becoming compliant with rules, laws, and terms of their charters with St. Alyosius Orphanage
- Conduct virtual and onsite compliance reviews
- Complete compliance reports
- Attend school board meetings throughout the year
- Engage in general interactions with school leaders, board members, and other

representatives

- Complete special projects as assigned

NEOMED
Assistant Director, Credentialing

Rootstown, OH
May 2023-July 2023

- Maintain all student academic records: past, present, future
- Responsible for the efficient, effective, and centralized process of ensuring student credential opportunities, verification, compliance and remediation for all NEOMED students
- Participates in the development and implementation of credentialing processes and procedures
- Oversees the Credentialing Review Committee responsible for approving and implementing all student credentials
- Ensure that appropriate credential opportunities are provided, and compliance is met for students to meet the eligibility requirements for any academic and clinical opportunities and that accreditation and college requirements are met
- Recommends policies pertaining to the collection, maintenance and reporting of credentials and credential compliance and ensures that FERPA and HIPAA policies are followed
- Oversees the resources, technologies, strategic planning and implementation, student communications, and daily operational management of the Credentialing Office
- Identifies challenges and solutions to improve student education around credentialing and compliance and supports student progression
- Collaborates with third party entities involved in credentialing and electronic platforms for the management of credentials
- Oversee the efficient, effective, and centralized process of ensuring student credential opportunities, credential verification, credential compliance and credential remediation for all NEOMED students; participates in the development and implementation of credentialing processes and procedures; recommends policies pertaining to the collection, maintenance and reporting of credentials and credential compliance and ensures that FERPA and HIPAA policies are followed
- Manage student insurance, toxicology screenings, immunization clinics, credentialing clearance for rotating students, and credentialing requirements including trainings and criminal background checks

The University of Akron
Registrar: Student Progress Manager

Akron, OH
Jan 2022-May 2023

- Maintain all student academic records: past, present, future
- Manages student accreditation: including adding, withdrawing from classes ● Process data requests
- Ensure FERPA compliance and security
- Coordinate the University's academic schedule of classes and final exams schedules ● Process degree clearance and posting of awarded degrees
- Produce and distributes transcripts
- Provide students, faculty, and staff exceptional customer service

OBHS Parma Technical School
Enrollment Director

Parma, OH
May 2021-Jan 2022

- Coordinate services and intake for new students in the school, input student information • Process enrollment applications and student records: Enrollment and Registrar
- Process withdrawals and reception of new student records: State and District compliance
- HB410 Truancy and Attendance management
- EMIS and ODDEX systems
- Coordinate school outreach for potential students and families, including marketing and events • Serve as advocate for students and families
- Connect students and families with services and resources
- Serve as communications point for school and administrative offices
- Student retention specialist
- Member of Building Leadership Team
- Student and Family Support

ACCEL Schools
Office Manager/Family & Community Liaison

Akron, OH
Nov 2017 -May 2022

- Coordinate services and intake for new students in the school, input student information
- Process enrollment applications and student records: Enrollment and Registrar
- Process withdrawals and reception of new student records: State and District compliance
- HB410 Truancy and Attendance management
- EMIS and ODDEX systems
- Coordinate school outreach for potential students and families, including marketing and events • Serve as advocate for students and families
- Connect students and families with services and resources
- Serve as communications point for school and administrative offices
- Student retention specialist
- Member of Building Leadership Team
- Student and Family Support
- Serve as resource and community advocate for students and families, coordinate enrollment efforts, coordinate outreach efforts, serve as primary liaison between students, parents, teachers, faculty
- Work with school leadership to meet goals, create a welcoming and team-oriented atmosphere, and build an open and honest culture in line with company values
- Ensure timely and accurate completion of human resource processes
- Manage school-wide phone, email, and in-person communications
- Weekly time & attendance submissions for 100% of staff and students
- Compliance with House Bill 410 guidelines and procedures for student truancy • Process student registration, enrollment- input student and staff data, and withdrawals • Establish and maintain student cumulative files and other records securely and confidentially per federal, state and local regulations
- Achieve compliance with all federal, state, local and school student

record-keeping requirements such as to:

- Ensure 100% on-time and complete daily attendance submissions
- Complete all required steps of the truancy process
- Process student withdrawals
- Prepare and maintain transcripts
- Fulfill records requests within policy guidelines
- Participate in annual student record audits
- Perform administrative support functions
- Log and report issues pertaining to office equipment, technology, custodial, and facilities
- Maintain up-to date transportation logs and coordinate with transportation officer and vendors as needed
- Ensure timely and accurate completion of human resource processes including I-9 verification for new hires
- Manage enrollment, registration, daily attendance, school transfers/withdrawals, student behavior issues, schedules, organize field trips, employee time punches, lunch count numbers, log entries, etc
- Acclimate quickly to various situations and use quick, professional judgment to operate and complete multiple tasks at once

Certifications/Licensures

- Ohio Department of Education: Long-term substitute certification
- First-Aid and CPR: Certified until 2022
- Ohio Child Care Resource and Referral Association
- AIR Child Care Ohio
- ODJFS Child Care Transportation

Professional Associations

- Summit County Beekeepers' Association: Board Member: Secretary (2016-2018)
 - Public Relations and Media Manager Specialist
 - Educator for annual beginner's classes
 - Mentor to other club members
- Backyard Farms Ohio, LLC: Owner, operator
 - Small scale urban farm and development company

Dan V. Lamb

14279 Perfect Road
Sunbury, Ohio 43074
Cell 614.571.5181
dlamb@charterschoolspec.com

SUMMARY OF QUALIFICATIONS

- Active Ohio School Treasurer's license
- Knowledge of the ReDesign Uniform School Accounting System (USAS) and the Uniform School Payroll System (USPS)
- Knowledge of QuickBooks
- Knowledge of Ohio Revised Code
- Strong mathematical, analytical, and problem-solving abilities
- Proficient in Microsoft Excel

CAREER EXPERIENCE

Charter School Specialists, Pickerington, Ohio 2011 – present
Treasurer

- Serve as an active treasurer for thirteen community schools within Ohio.
- Responsible for preparing annual and quarterly budgets as well as semi-annual forecasting.
- Attend all board meetings and provide prior month and year-to-date financials.
- Responsible for payroll processing and accounts payable.
- Helped spearhead bond financing for three community schools allowing for the acquisition and construction of three school buildings.
- Work with administrative staff during the annual audit process.

Upper Scioto Valley Local School District, McGuffey, Ohio 2010 – 2011
Assistant Treasurer

- Responsible for salary and benefit projections in order to assist the treasurer in updating the five-year forecast.
- Worked with the treasurer on the appropriations and certificate of estimated resources.
- Helped with board meetings which include preparing the board packets and agendas as well as filling in when the treasurer is not present.
- Responsible for payroll processing, monthly reconciliations, and quarterly and year-end payroll closings.
- Handled the insurance benefits which include enrollments and terminations, monthly payments, and assistance to staff members regarding questions or concerns about the benefits.
- Worked with the treasurer in building an insurance modeling spreadsheet as the district explored a Health Savings Account in order to save on insurance costs.
- Assisted with the reconciliation and balancing of bank accounts for month end closing.
- In charge of accounts receivable to ensure that all monies owed are reimbursed.
- Responsible for monitoring grant accounts and performing project cash requests as needed.

Marysville Exempted Village School District, Marysville, Ohio 2008 – 2010
Fiscal Support

- Processed purchase orders, invoices, and receipts while ensuring the transactions were coded correctly to USAS standards.
- Assisted the treasurer in the annual budgeting process through extracting account data and compiling worksheets for different department chairs throughout the district.
- Filed catastrophic costs, excess costs and handled other tuition related matters while working closely with the special education administrator and EMIS coordinator.

- Collaborated with the grant administrator to set up new accounts, monitor expendable balances, make account modifications as needed, perform project cash requests and file the final expenditure reports.
- Oversaw the records retention program which included revisions and updates to the retention schedule and advising district personnel when to properly dispose records.
- Worked with the school business manager and key vendors relating to cooperative purchasing programs, contracts and lease agreements.
- Responsible for documenting department processes to ensure continuity of business operations.
- In charge of overseeing certain student activities and making sure that the correct paperwork is submitted as required by the AOS (statement of purpose, budget, and sales project potential).

JP Morgan Chase, Columbus, Ohio

Internal Auditor

2007 – 2008

- Advised clients on ways to mitigate potential risk exposure through modifying control procedures.
- Collaborated with a team of staff auditors to develop action plans for internal business units to help reduce financial risks to the bank.
- Developed audit projects, including the continuous home lending audit for 2008 to drive changes to the annual plan.
- Recommended a new reconciliation procedure for nine wholesale lending units resulting in a streamlined process.
- Identified control deficiencies within a specific line of business that required a better quality assurance process and an increase in management oversight.

Option One Mortgage, Columbus, Ohio

Sales Support Representative

2006 – 2007

- Developed relationships with external clients while maintaining a 50 percent customer retention rate.
- Supported clients on the automated underwriting platform in order to save time and maximize cost-efficiency.
- Utilized a reporting database in order to identify and prospect new clients through cold calling and email marketing campaigns.
- Increased daily loan applications by over 40 percent of the original baseline within the first three months of employment.

Nationstar Mortgage, Columbus, Ohio

Account Executive

2005 – 2006

- Presented company products and services to business owners, management, and staff.
- Led the Northern Ohio region in loan volume from August 2005 thru January 2006.
- Evaluated daily reports to identify performance of existing brokers and potential prospects.
- Developed annual territory goals and projections based on historical data for senior management.
- Expanded new accounts by over 60 percent in the first 12 months of hire date.

Option One Mortgage, Columbus, Ohio

Underwriter II

2001 – 2004

Columbus, Ohio

- Underwrote loan packages with \$500,000 in lending authority.
- Identified solutions for account managers on problem files prior to closing.
- Reviewed appraisals and researched property values to identify potential lending risks.
- Audited loans for new underwriters to verify completeness and accuracy.
- Trained new underwriters on potential risk, indicators and the significance of fraud awareness.

Ohio University, Athens, Ohio
Bachelor of Business Administration in Finance, 2001
GPA 3.4 on 4.0 scale

COMPUTER SKILLS

- Microsoft Office: Excel; Word, Power Point, Access, and Outlook
- PeopleSoft
- Lotus Notes
- GroupWise
- State Accounting Software
- Safari
- GroupWise

CASSANDRA J. LUTES

427 Sandburr Drive, Columbus, OH 43230
Cell: 614-557-5728 - cassieseager@gmail.com

PROFESSIONAL SUMMARY

SHRM-CP certified Human Resource Manager offering over 8 years of in-depth experience in administration of vital business projects and processes. Excellent communicator and project manager with strengths in daily operations management, workflow improvements and customer service. Seeking to broaden my skills in an HR and/or Payroll position in the Education field .

SKILLS

- Strong client relations
- Payroll administrator
- Unemployment laws
- Records maintenance
- Attention to detail
- Filing and data archiving
- Decision-making ability
- Human resources management

WORK HISTORY

02/2023-present

Payroll Specialist (part-time)

Charter School Specialists, LLC-40 Hill Rd. S., Pickerington, Ohio 43147

- Accurately enter and update employee records, compensation, and deductions into State Software according to client instruction and forms submitted
- Track employee leave and attendance in State Software
- Enter total hours and days of work for non-salaried employees
- Process semi-monthly payroll for 4 Ohio Charter Schools
- Report semi-monthly compensation and days/hours to appropriate retirement system (STRS/SERS) for each eligible employee
- Pay payroll related expenses either monthly or semi-monthly (SERS/STRS, Federal and Medicare Withholding, Ohio Withholding, Local Municipality Withholding, School District Tax, Ohio Deferred Compensation)
- Submit Periodic Reports to STRS and SERS for employee retirement verification
- Prepare, Submit, and Pay Annual and Quarterly Tax Filings
- Frequently and clearly communicate with clients regarding employee records and pay and address any questions timely

08/2021-present

Human Resources Director

Oakstone Community School-5747 Cleveland Ave., Columbus, Ohio 43231

- Maintained personnel files for all employees
- Filed and kept a log of required employee trainings and certifications
- Collaborated with leadership on recruiting and talent acquisition for 9 full-time new hires for the 2022-2023 school year
- Administered compensation and benefits plans
- Used State Software to manage and execute semi-monthly payroll and generate periodic reports
- Filed and paid all monthly, quarterly, and annual taxes
- Maintained records, reports, and contribution payment with SERS and STRS as well as completed periodic inquiries and reports for both retirement systems
- Responded timely and appropriately to Unemployment claims
- Kept accurate record of certified employee time worked
- Maintained confidentiality of sensitive employee information and/or concerns
- Conducted employee on and off-boarding paperwork and activities
- Filed all necessary reports with the Bureau of Worker's Compensation and oversaw participation in discount programs
- Kept a current estimate of employee-related expenses
- Provided advice and guidance to investigations involving misconduct and discipline

08/2020-07/2021

Self-employed/Independent Contractor ***Shipt, Inc.***

- Accepted and delivered customer orders according to delivery preference
- Procured customer grocery items from designated store
- Inspected each item on customer order to ensure highest quality and freshness
- Communicated with customer via phone call or text message about product availability and available substitutions

07/2014 to 07/2020

Human Resources Manager/Compliance Manager/Administrative Support

***Law Offices of Robert A. Schuerger Co., LPA – 81 S. 5th St., Columbus, Ohio
43215***

- Represented organization at personnel-related hearings and investigations.
- Helped handle understaffing, terminating employees, and administering disciplinary procedures.
- Served as company representative at BWC seminar to promote company objectives and savings.
- Managed bi-weekly processing of payroll for over 100 employees, including review of timesheets and computing pay in accordance with FLSA.
- Reviewed and edited all training materials for accuracy and policy compliance.
- Educated and advised employees on group health plans, and voluntary benefits.
- Helped create and develop company personnel policies, standard operating procedures and employee handbooks.
- Facilitated the criminal background check process for new hires.
- Audited workplace, employee and management policies and procedures.
- Entered personnel and subcontractor data into a central database.
- Attended compliance webinars and communicated necessary information to management
- Led informational compliance meetings for all staff members to ensure all company/industry compliance and security procedures are met or exceeded.
- Tracked and administered required annual FDCPA and HIPAA coursework and testing for all staff members.
- Led national collection license project for company.

11/2009 to 02/2014

Shift Supervisor

Starbucks Coffee Company – Easton Macy's and East Broad St. Columbus, Ohio

- Planned day according to projected business volume.
- Delegated daily tasks to staff
- Viewed store reports such as: customer satisfaction, inventory/product usage, policy changes, and upcoming promotional information and communicated information to team.
- Ordered product based on on-hand quantity weekly.
- Managed cash on hand.
- Handled general customer inquiries and complaints promptly, politely, and effectively.
- Followed leadership of store manager and district manager.

EDUCATION

Began coursework,
no degree

**Associate of Science: Business Management
*Columbus State Community College - Columbus, Ohio***

Business Management

Relevant Coursework: Accounting I, Accounting II, Business Statistics, Business Calculus I, Business Calculus II, Psychology 101, Abnormal Psychology, Cultural Diversity, English 101, English 102, and Ethics

ANGELA N. MANN

SUMMARY OF QUALIFICATIONS:

Highly skilled Administrative Assistant with years of professional experience providing high-level office, administrative and clerical support in a variety of business settings with the ability to efficiently meet tight deadlines, and safely handle confidential information.

- Efficient in Microsoft Office Word, Excel, PowerPoint, Outlook.
- Organized, excellent communicator and customer service skills.
- Dependable, skilled in all aspects of office management.
- Detail oriented, keyboard 60 wpm.

PROFESSIONAL EXPERIENCE:

CHARTER SCHOOL SPECIALISTS (CSS) - Pickerington, Ohio

2010 / Present

Legal Project Manager

- Manage contract modification process for sponsored schools.
- Manage corrective action plan and probation process for sponsored schools.
- Monitor the renewal application process.
- Monitor the Ohio Administrative Code Rules - provide comments as necessary.
- Assist with the sponsorship application process.
- Monitor contract submission process.
- Collect/manage the annual management company evaluations.
- Support the collection of documents and upload them to Epicenter for the Sponsor Evaluation.
- Assist with public records requests.
- Manage expiration dates and other critical information in all charter agreements (contract term, lease agreements, EMO agreements).

THE OHIO VETERINARY MEDICAL LICENSING BOARD - Columbus, OH

Administrative Assistant 2

2008 / 2010

- Provided administrative support to the Executive Director in compiling confidential information for our stakeholder agencies, including the State of Ohio Veterinary Board, the State of Ohio Office of the Attorney General, as well as distributing the information to the constituents.
- Supervised and communicated decisions and direction to the Office Clerk. Responsible for the review and issuance of veterinary and veterinary technician licensure applications.
- Assisted the Executive Director with compiling and formatting correspondence to constituents.
- Assisted the Office Clerk with routine clerical tasks, including answering telephones, direct callers, monitor and respond to general emails from the public, reserve conference rooms, etc.
- Assigned case number and assisted in monitoring investigations, maintained a large database for licensure renewal, assisted with logistics for monthly State Board meetings, compiled / distributed Board meeting minutes.

ANGELA N. MANN

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF PROFESSIONAL CONDUCT - Columbus, OH

Administrative Assistant 1

2005 / 2008

- Assisted the Executive Director in compiling confidential information for stakeholders, communicated decisions and direction to the office staff on behalf of the Executive Director.
- Monitored and coordinated the administrators' schedules, planned meetings & conferences, scheduled administrative hearings, assisted in preparing materials for group projects; prepared, mailed, faxed, and tracked routine correspondence. Assisted in closing out case investigation files. Reviewed and issued licensure applications. Efficiently performed many other routine clerical tasks.

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF BOARD RELATIONS – Columbus, OH

Office Assistant 3

2003 / 2005

- Assisted the Executive Director with compiling and formatting of correspondence from State Board members to constituents. Responsible for maintaining a large database of mailing labels for monthly mass mailings. Prepared materials for distribution at each State Board of Education meeting. Maintained and tracked all incoming & outgoing correspondence through CorrTrack. Assisted with State Board meeting logistics, and efficiently performed many other routine clerical tasks.

EDUCATION:

- **Diploma in Business** (1997)
Westland High School, Galloway, Ohio

REFERENCES:

- Available upon request.

Tammie M. Osler, Esq.

Education

JURIS DOCTOR | 2001 | UNIVERSITY OF AKRON SCHOOL OF LAW

- Major: Law
- Licensed to practice law in the State of Ohio since November 2001

BACHELOR'S DEGREE | 1996 | UNIVERSITY OF MOUNT UNION

- Major: Political Science
- Minor: Accounting
- Related coursework: Pre-Law

Experience

GENERAL COUNSEL

Charter School Specialists, Pickerington, Ohio

March 2009 – Present

- Executive Management Team Member
 - Responsible for resource allocation presentations to team on both a yearly and quarterly basis.
- Head of Legal Department
 - Responsible for all application processes related to community schools in the St. Aloysius portfolio or seeking to be in the St. Aloysius portfolio.
- Advise President directly on all internal/external legal and legislative matters related to community schools in Ohio.
- Meet with State Board of Education members on legal and legislative matters related to community schools in Ohio.
- Meet with Ohio State Senators and House Representatives on legal and legislative matters related to community schools in Ohio.
- Draft education legislation and work with the Ohio Department of Education, Ohio State Governor's Office and Joint Committee on Agency Rule Review
- Attend community school governing authority meetings.
- Negotiate contracts for over 80 charter schools, including review of management agreements and school leases.
- Provide technical assistance, oversight and monitoring to over 80 charter schools in the St. Aloysius portfolio.
- Provide legal updates to over 80 charter schools on an as needed basis.
- Provide professional development opportunities to over 80 charter schools regarding community school law in Ohio.
- Provide training to community school governing authority members on laws governing community schools in Ohio.

STAFF ATTORNEY

The Ohio Department of Education, Columbus, Ohio

March 2007– March 2009

- Successfully managed all teacher/administrator misconduct investigations and hearings.
- Negotiated consent agreements and voluntary surrenders of teacher/administrator licenses.
- Partnered with Attorney General's Office to conduct license revocation hearings.

ASSISTANT PROSECUTOR

Canton City Prosecutor's Office, Canton, OH

November 2001 – March 2006

- Litigated over 50 cases while managing a docket of one hundred cases per month
- Conducted pre-trials, motion hearings and trials.
- Successfully built attorney intern program, hiring and managing interns
- Resolved citizen complaints with 100% satisfaction

Susan Scarponi

908 Foxhollow Court

Akron, Ohio, 44313

330 283 2904

sscarponi@charterschoolspec.com

WORK EXPERIENCE

CHARTER SCHOOL SPECIALISTS, Pickerington, OH

Director of Special Education Program Compliance, July 2013 – Present

- Review Special Education Records for compliance with Federal and State laws
- Provide professional development for teachers and administrators
- Investigate all complaints received from Ohio Department of Education and Charter School Specialists
- Attend School Board meetings to provide support and ensure compliance with charter school law
- Assure that schools are prepared to open

WHITE HAT MANAGEMENT, Akron, OH

Director of Special Education, Aug 2000 – Jun 2013

EDUCATION

Wittenberg University, Springfield, OH

Special Education

Ohio State University, Columbus, Ohio

Master's Degree in Special Education

Ohio State University, Columbus, Ohio

PhD coursework

Nannette Sherman

727 Brown St, Zanesville, OH 43701

Phone: 740-607-9174 E-Mail: nsherman@charterschoolspec.com

Experience

Charter School Specialists

August 20, 2018-Present

Position: Director of Federal Programs

Responsible for providing technical assistance to schools regarding compliance to federal regulations for all Title Programs. Provide professional development training to school leaders regarding federal grant guidance and regulations. Responsible for completing federal consolidated grant applications for contracted schools.

Ohio Department of Education

March 17, 2014-August 2018

Position: Office of Federal Programs Consultant

Responsible for providing technical assistance to districts regarding compliance to federal regulations for all Title Programs. Also serve as an auditor to monitor compliance to ESSA. Provide professional development training to district personnel including superintendents, treasurers, directors, and teaching staff. Reviews district grant applications and revisions. Responsible for the state monitoring of district Maintenance of Effort.

Clovis Municipal Schools

July 1, 2010-February 17, 2014

Position: Executive Director Student Support Services & Compliance Coordinator

Responsible for all special education programs for district; 504 plans; recruitment and hiring of special education and related services staff; supervision of SAT referral process; served as district hearing officer for Expulsion Hearings for all special education and gifted students. Supervision of 80 staff members. Completion of IDEA B Grant Application and Impact Aid Application.

West Contra Costa USD

July 1, 2008-June 30, 2010

Position: Special Education Administrator, Secondary Programs and 504s.

Responsible for all special education programs for secondary programs in the district. Reviewed IEPs served as administrator at IEP meetings; led professional development trainings for special education teachers and related services staff.

Lake Elsinore USD

July 1, 2007-June 30, 2008

Position: Program Specialist

Responsible for secondary special education programs in the district. Reviewed IEPs, served as administrator at IEP meetings. Provided professional development for secondary special education teachers.

Nannette Sherman

Val Verde USD

December 1995-June 30, 2008

Positions: Special Education Teacher 9-12, Kindergarten Teacher, ½ Split Classroom Teacher; Title I Program Teacher, Assistant Principal.

Responsible for teaching general education students; also designed and ran the Title I intervention program on elementary campus. Served as Special Education Department Chair and teachers' union site representative. Helped write curriculum for secondary special education classes.

Riverside County Office of Education

August 15, 1987-6-1990/6-1992 -12-1995

Position: Special Education Teacher

Special education teacher for emotionally disturbed students in grades 4-6 and 9-12.

Education

Walden University

2009-2011

Doctorate in Education Program. Withdrew due to new work requirements.

University of California

1995-2000

Master's in Educational Administration. Doctorate in Education Program in Educational Administration, withdrew due to personal issues.

Muskingum College

1985-1986

Credential program in Learning Disabilities and Behavior Disorders.

Ohio University

1975-1985

BA in Psychology.

Skills & Credentials

Experience with web-based IEP programs. Certificate of English Language Development through California.

State of Ohio teaching licenses: 7-12 Biology, Social Psychology, K-12 Learning Handicapped and Behavior Disordered.

State of New Mexico Level III teaching licenses: PK-12 Special Education, K-8 Elementary, Administration.

State of California Professional teaching licenses: PK-12 Special Education Mild to Moderate Specialist, K-8 Elementary, Administration.

Nannette Sherman

References

Steven Foreman

740-607-6815

980 Eastward Circle, Zanesville, OH 43701

Chantelle Carter

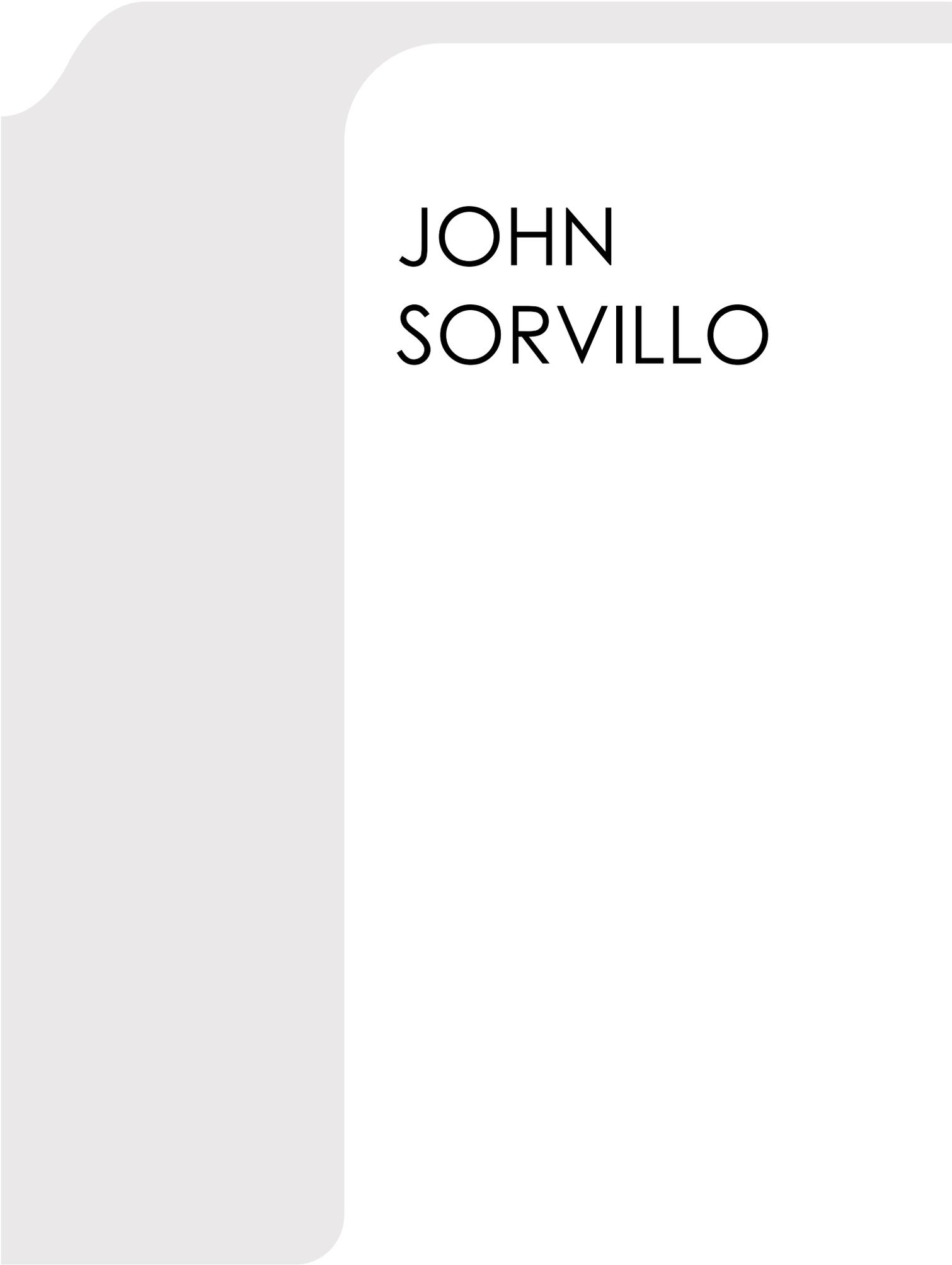
937-631-3786

2415 Erter Dr, Springfield, OH 45503

Elena Sanders

614-752-1561

25 S. Front St, Columbus, OH 43214



JOHN
SORVILLO

PROFILE

My name is John Sorvillo, and I am very passionate about education and workforce development. I have experience in many levels of education from elementary to adult learning. I also have experience and contacts in the industrial world. Inspiring hope in those who need it most by connecting those worlds is my passion.

CONTACT

PHONE:
330-774-5322

EMAIL:
j.sorvillo@sbcglobal.net

REFERENCES:

Jim Wiley, President and Co-founder,
Obsidian Solutions Group
jawiley@obsidiansg.com

David Rittmeyer, Director of Business
Development, Matthew Additive
Technologies
drittmeyer@matw.com

Jaro Zita, Director of Operations,
Westwood Prep Academy
jaro.zita@westwoodprepacademy.com

RECOGNITION:

Additive Manufacturers User Group,
Randy Stevens Scholarship-2021

Oakmont Education,
Innovators Award-2021

EDUCATION

Youngstown State University

1995-2000
B.A. in Geography
Minor in History

Jones International University

2010-2012
Master's in Education

WORK EXPERIENCE

Pitney Bowes

2008-2010
Area Sales Executive
Built relationship with companies based around matching mail stream products to business needs

Youngstown Academy of Excellence

2012-2017
Started as 2nd grade teacher, became a Title teacher, then Title Coordinator, then Behavior Intervention Specialist. Also served as tech support in the building

Summit Academy

2017-2018
Instructional Coach-Observed teachers and assisted with lesson planning and delivery. Also managed teacher PD

Westwood Preparatory Academy

2018-2024
Director of Education and Assistant Director of Operations-Built multiple education program inside of Children's Residential Facilities. Hired teachers, designed curriculum, liaised with external providers, and managed enrollment and general Principal duties. Created a robust Career and Technical program utilizing connections throughout the Additive Manufacturing industry

Eastern Gateway Community College

2018-2024
Adjunct Faculty, Early Childhood Education

Additive Manufacturers Users Group

2021-Current
New Member Committee

Charter School Specialists

2024-Current
Director of College and Career Readiness

SKILLS

I am very organized and a very effective communicator. I pride myself on my ability to build strong relationships and treat all stakeholders with respect. I have been described as "contagiously positive" and I believe a great attitude and authenticity are the main building blocks of success.

My strongest skill is building culture. A strong culture is the soil from which success grows. I work to create an environment of support, where everyone knows they have what they need to excel.

Frank W. Stoy
143 E. Columbus Street
Columbus, Ohio 43206
(419) 386-6511
Frankstoy1@gmail.com

PROFESSIONAL EXPERIENCE

Charter School Specialists, Pickerington, Ohio 2016-present:

Governing Authority Relationship Coordinator

- Attend governing authority meetings. Develop meaningful relationships with governing authority members that allow them to best serve their schools. Provide technical assistance and training where appropriate.
- Provide training and support to Charter School Specialists staff to best serve the work they do with governing authorities.
- Complete special projects as assigned.
- Write and edit *Sponsor Connection* newsletter articles which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Work with customers to locate transcripts, verification of attendance and other documentation from closed community schools.

Compliance Coordinator

- Monitor compliance of community schools sponsored by St. Aloysius Orphanage through onsite compliance reviews, annual opening assurances, attendance at schools' Board meetings, and general interactions.
- Complete special projects as assigned.
- Write and edit *Sponsor Connection* newsletter articles which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Work with customers to locate transcripts, verification of attendance and other documentation from closed community schools.

Operations Coordinator, Legal Department

- Provide support to General Counsel in variety of areas relevant as a sponsor of 40 plus community (charter) schools statewide.
- Participate in and help coordinate charter contract functions including renewal/reauthorization, new school contracting, existing school contracting.
- Lead and implement intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions
- Implement and coordinate community school closure procedures when needed.
- Develop and modify Standard Operating Procedures that support the sponsorship work provided by Charter School Specialists
- Wrote and edited *Sponsor Connection* newsletter which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members.
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, Ohio Coalition for Quality Education, Cleveland Transformation Alliance
- Provide training and professional development via Web Ex for stakeholders on a variety of topics including school closure, contracting and statutory requirements.
- Attend community school governing authority meetings and provide support to governing authority members.
- Provide technical assistance to sponsored community schools on a variety of issues relative to the successful operation of the schools.
- Support Sponsors Assurances process including school visits and review of records and follow up documentation.
- Develop and implement surveys, including self- evaluation for feedback from stakeholders and internal staff to help improve processes.
- Provide support and review of submissions for the Ohio Department of Education Quality Sponsor Review

Ohio Department of Education, Columbus, Ohio 2015-2016

Director of Sponsor Development, Office of Quality School Choice

- Serve as primary point of contact for and delivering high-quality customer-focused technical assistance to sponsors and their schools.
- Review and develop processes and procedures including contract modifications, sponsor assurances, school opening procedures, suspension and closing procedures and new requirements identified in House Bill 2.

- Analyze and disseminate policies, standards, administrative and business rules to stakeholders.
- Review changing state and federal laws, best practices and educational data and research and recommend policy changes to leadership.
- Provide guidance to potential community school developers, sponsors and other stakeholders regarding expansion of high performing community schools in Ohio.
- Establish, monitor, and communicate guidelines and timelines for projects to internal and external stakeholders.
- Write high level reports, guidance documents and project summaries.
- Manage the preparation of the ODE Annual Community School Report
- Provide support to ODE program leadership that impacts community schools such as community schools facilities grant, graduation requirements, dropout prevention and recovery, Epicenter, special education, federal program, legal and policy, communications, school finance, curriculum and assessment and preschool and early childhood programs
- Hire, train and support community schools development team and support staff
- Provide training and development to community school sponsors, boards and governing authorities.
- Present information and respond to requests from the State Board of Education and various state board committees.

Ohio Council of Community Schools, Toledo, Ohio 2011-2015

Director of Contracts and External Relations

- Directed and coordinated all charter contract functions including renewal/reauthorization, new school contracting, contract amendments, updates and negotiation.
- Lead and implemented intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions
- Implemented and coordinated community school closure procedures when needed.

- Supported use and development of data management systems including Epicenter and OCCS complaint management system and evaluated their impact on success of schools sponsored by OCCS.
- Assisted the executive director in managing the OCCS team including administrative support, technology, regional representatives, performance and accountability, compliance and in-house legal counsel.
- Provided leadership for OCCS in local, state and national venues and conferences, meetings, presentations and associations. Memberships included the Ohio Association of Charter School Authorizers (secretary, Vice President, legislative committee chair); National Association of Charter School Authorizers (NACSA), Ohio Council for Quality Education, Ohio Association of Public Charter Schools and International Association for K-12 Online Learning (iNACOL).
- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, University of Toledo trustees and legal counsel and OCCS Performance and Accountability Committee and Board of Trustees.
- Ensured that all OCCS charter contracts and the contracting process complied with statute and National Association of Charter School Authorizers (NACSA) Principles and Standards.
- Responded to media requests and proactively worked with the OCCS leadership team to develop solid media relationships and outcomes.
- Fulfilled all public records requests in a timely manner.
- Developed and implemented seminars, workshops and in-service training for community schools, management companies and community school governing authorities.

Lucas County Educational Service Center, Toledo, Ohio 2003-2011

Community Schools Coordinator

- Provided support to the community schools Executive Director, staff and stakeholders in the areas of community school sponsorship, oversight and operations
- Responsible for overseeing the authorizing, renewal and revocation activities.
- Monitored performance of schools against their contract goals

- Led and implemented interventions such as probation, suspension, termination with failing schools and communicated reasons for these actions.
- Implemented community school closure procedures as needed.
- Managed technology needs of the community schools staff.
- Performed and documented on-site evaluations and attended and documented governing authority meetings.
- Testified at the State Board of Education and Ohio Senate on behalf of the ESC.
- Developed and delivered professional development and training programs for community school stakeholders and governing authorities.

EDUCATION

THE OHIO STATE UNIVERSITY

Columbus, Ohio

College of Social Work

Bachelor of Science in Social Work

THE UNIVERSITY OF TOLEDO

Toledo, Ohio

College of Education

development and instructional technology

Graduate level coursework completed in training and

Carmen R. Tipple

6229 Waterloo Road
Canal Winchester, OH 43110
(614) 604-2581
ctipple68@gmail.com

PROFESSIONAL EXPERIENCE

Charter School Specialists/Gideon Properties Accountant

**Pickerington, Ohio
February 2023 –Present**

- Payroll to include new employee set up, state and local tax accounts set up for those employees
- Accounts Payable for both entities
- Accounts Receivable for both entities
- Bank statement and credit card reconciliation for both entities
- SERS/STRS 401k reporting, A/R reporting, monthly SOP and Sponsor Evaluation reporting
- Prepare and complete audits for internal and external reporting monthly, quarterly and year end to comply with GAAP
- Journal entries
- Work with outside CPA firm to ensure all reporting has been completed and filed timely to comply with GAAP
- Notary Public
- Utilize Paychex, QuickBooks, Microsoft Office and Google platform

Saint Mark Catholic Church Assistant Bookkeeper

**Lancaster, Ohio
August 2022-July 2023**

- Verify, enter, and post weekly offering into multiple accounts via ParishSoft
- Assist with bank statement reconciliation for multiple non-profit organizations
- Attend finance meetings with the non-profit department heads to review monthly bank reconciliations

Bridges of Saint Mark Co-Founder

**Lancaster, Ohio
March 2011-Present**

- Work with board members to assess where the greatest need of direction is needed
- Make travel arrangements for mission trips
- Arrange quarterly board meetings

Limbach Accounting Manager

**Columbus, Ohio
November 2017 – July 2021**

- Manage Accounting Departments for Ohio and Western Pennsylvania branches
- Selection of accounts payable check runs, balance and approve posting reports
- Payroll back-up, union reporting, rate verification and unemployment reporting
- Review and post accounts receivable, credit card transactions, payroll transactions, general ledger/journal entries, intercompany entries/balancing
- Review project financials and perform quarterly accruals to comply with Sarbanes Oxley
- Attend project financial meetings
- Prepare weekly P & L for executive leadership to include ad hoc reporting, assist branch Financial Manager with financial projections and other duties as needed
- Verify AIA billings to owners and invoices to clients
- Prepare and complete audit requests for internal and external reporting for monthly, quarterly and year end closing to comply with Sarbanes Oxley
- Communication with all levels of leadership, project owners, vendors, and suppliers
- Employee reviews and employee relations
- Notary Public
- Attend CEU classes, seminars to maintain certifications and for personal growth
- Utilize Viewpoint software, Traction, SAP Ariba, SAP Litmos, Workiva, COIN's, Keystyle, Oracle/Textura, Google platform and Microsoft Office Suite

Ruscilli Construction Company, Inc.**Project Accountant****Columbus, Ohio****June 2012 – Nov 2017**

- Prepare and facilitate execution of owner contracts for managed projects
- Create/compile multiple types of project owner billings, submit to owner, architect and funding source
- Entry of subcontractor contract/purchase order and change orders
- Distribution of Notice of Commencement and Notice of Furnishings for company projects
- Review AIA pay applications/vendor invoices for accuracy and processing
- Invoice coding, approval processing, entry, batch processing and report verification
- Assure vendor/subcontractor compliance before check/EFT release
- Accounts Receivable for managed projects
- Assure that client/vendor discrepancies or inquiries are resolved quickly
- Process credit applications
- Credit card purchase verification and coding for managed projects
- Maintain out of state licensing for the company to include research of all requirements, submittal of all required documentation to individual licensing agencies and arrangements for individual sitting for exam and maintain company vehicle registrations
- Prepare travel arrangements for staff and assist with employee relocation
- Notary Public
- Attend seminars and training as required maintaining certifications and for personal growth
- Utilize Viewpoint software, Prolog, Microsoft Dynamics CRM, Microsoft Office Suite

State of Ohio, State Architects Office**Capital Planning Analyst****Columbus, Ohio****Mar 2010 – June 2012**

- Revenue projections, budget analysis and invoicing to state agencies for SAO fees, Energy Performance Contracts, consultant fees and the local administration fee
- Compose reports for presentation to senior staff on all fiscal operations of SAO
- Manage voucher processing for capital projects; approve invoices for departmental purchases etc. State of Ohio pay card holder
- Review projects that are submitted to the Controlling Board, approve or disapprove those capital requests via E-Controlling Board
- Management of issuing release and permit numbers for capital projects
- Responsible for Edge reporting for all capital projects managed by the SAO
- Manage escrow accounts – reconciliation of 3 separate escrow bank accounts, set up, disburse and assist the legal department in lien satisfaction
- Captured over 1 million in revenue within 6 months of working at the State Architects Office by reconciling escrow accounts dating back to the 1980's. This generated critically needed finances due to the lack of a capital bill
- Conduct training for staff, agencies, colleges and universities in SAO fiscal procedures
- Utilize Oaks Financials (People Soft), Oaks Capital Improvements (Skire), CTS (Edge reporting), Microsoft software, COGNOS reporting, Oaks BI, CIPTS and myOhio.gov databases
- Notary Public
- Attended The Ohio State University, Fisher College of Business for continuing education / training classes MAPS, OCSEA etc. taken to accrue 30+ hours of required training hours per fiscal year

EDUCATION**THE OHIO STATE UNIVERSITY - FISHER COLLEGE OF BUSINESS***Continuing Education 2010-2012***Columbus, OH****ST. LEO COLLEGE***General Degree January 1988-1992***Norfolk, VA
Thurso, Scotland****UNITED STATES NAVY***Storekeeper Class A, January 1986-1994***Meridian, MS**

Molly Wheatley

7996 Truman Trail, Reynoldsburg, OH. 43068
mollymwheatley1992@gmail.com
614-582-5331

Qualifications and Capabilities

- Eager individual, with the enthusiasm and ability to succeed in a fast-paced office environment.
- Motivated, young professional willing and ready to put forth knowledge.
- Advanced experienced with Microsoft Office applications, Google Drive applications, Outlook, Converge, CAMS, and more.

Education

American Public University Charles Town, WV.	2018-2020
Master of Arts in Management (Concentration in HR Management)	June 2020
Ohio University Athens, OH	2010-2013
Bachelor of Science in Journalism	December 2013
Pickerington High School Central Pickerington, OH.	2006-2010
High School Diploma	June 2010

Related Work Experience

Charter School Specialists | Pickerington, OH. November 2021-Present
School Improvement Program Assistant

- Assists with the administrative process for the School Improvement team.
- Collects monthly school improvement standard operation procedures completion updates and reports to the legal team.
- Supports the annual new school application process and education plan review process.
- Assists with the planning and facilitation of SIT professional development events.
- Collects documents from sponsored schools annually.
- Proofreads and edits SIT documents.
- Sends regular communications to school leaders and boards as needed.
- Monitors the school support and intervention process.
- Maintains school improvement related spreadsheets.
- Assists with the development of the annual High Stakes Renewal and D07 reports for schools.

Hondros College of Nursing | Westerville OH. September 2020-November 2021

Academic Support Advisor

- Focused on student retention by tracking student progress throughout a student's duration in the Associate Degree in Nursing program.
- Created success plans for students repeating courses or struggling through the program.
- Provided academic support to new and current students.
- Instructed COL099 and HCON200 courses.
- Created support materials and provided workshops on student success.
- Was responsible for helping withdrawn students through the re-entry process for the campus.

Hondros College of Nursing | Westerville OH.

August 2017-September 2020

Administrative Coordinator

- Worked as the Administrative Coordinator for the Westerville campus. Worked with current and prospective students in Student Services with scheduling appointments and classes, keeping up to date on vaccinations needed, ordering scrubs and textbooks, etc.
- Took calls for students. Assisted with campus supply orders, scrub audits, student payments, etc.
- Aided Financial Aid with keeping track of student payment plans.
- Responsible for helping withdrawn students through the re-entry process for the campus.
- Was in charge of administering information to new students about State Board of Career Colleges and entering into a career college.

Alliance Data Retail Services | Whitehall, OH.

October 2014-August 2017

Apple Pay and Resolution Specialist

- Worked on the Apple Pay specialty team, which focuses on approving and setting up Apple Pay permissions for credit card customers. Worked with certifications from Experian, Visa, and MasterCard to verify identity and security information with customers, and activated and deactivated Apple Pay tokens
- Worked as a Resolution Specialist for all cobranded credit cards, where escalated calls were sent to me to de-escalate and worked with customers to reach a compromise on any issue.

Discover Financial Services | New Albany, OH.

January 2014-August 2014

Customer Service Representative

- Provided high quality customer service through speaking with customers about DFS products and services.
- Took payments, sent documents, and completed any statement related inquiries for customers.

Signature Media Group Speakers Bureau | Chicago, IL.
Public Relations/Multimedia Journalist Intern

June 2011-August 2011

- Wrote and created many public relations pieces, both for the website and for outside media outlets.
- Made numerous cold calls for the bureau to book and set up for keynote speakers to speak at different charities and events.

Projects

Capstone Portfolio – Master’s Degree Program

Link: <https://portfolium.com/MollyChase1>

- Final program requirement for course MGMT696 of the Master of Arts in Management program at APUS. Created an ePortfolio which encompasses my most noteworthy presentations and papers from throughout the program.

Recognitions

The National Society of Leadership and Success

- 2023 Nominee and Inductee to the National Society of Leadership and Success, also known as Sigma Alpha Pi, for academic achievement through American Public University.

DANIEL R. WILLENBORG

319 HIGHLAND AVE.
KENT, OH 44240

dwillen62@gmail.com
Cell: 248.961.6407

PROFESSIONAL SUMMARY

Experienced administrator who has managed and led multiple educational initiatives. Excellent communication, time management, and problem-solving skills. Strong reputation as a team-player who possesses a can-do attitude. Has worked at all levels of school district administration.

WORK HISTORY

School Improvement Coordinator

Charter School Specialists, Pickerington OH 10/2022 to Present
Duties: Monitor school adherence to school contract; conduct Onsite Assistance Reviews, provide technical assistance, develop PD presentations, review school applications, attend and report on Governing Authority meetings

Director of Secondary Programs & District Services
Livonia Public Schools, Livonia MI

11/2017 - 6/2022

Principal, Franklin High School
Livonia Public Schools, Livonia MI

7/2000 - 11/2017

Assistant Principal, Churchill High School
Livonia Public Schools, Livonia MI

8/1996 - 7/2000

Teacher, Asst. Principal, Athletic Director, Fremont High School
Fremont Public Schools, Fremont MI

8/1991 - 6/1996

Substitute Teacher, Athletic Coach
Dearborn Public School, Dearborn MI

8/1987 - 8/1991

Infantry Officer, Company Commander
United States Marine Corps

6/1983 - 6/1986

EDUCATION HISTORY

Master of Arts: Educational Administration
Michigan State University, East Lansing MI

1996

Bachelor of Arts: International Relations
Michigan State University, East Lansing MI

1983

Porsche J. Chisley

614-531-8573

Porsche.Chisley@gmail.com

Professional Profile

The Mind Trust

Indianapolis, IN

August 2020-Current

Vice President, Expanded Impact

- Lead, develop, and implement new protocols, systems, and strategies for expanding The Mind Trust's programmatic work in order to increase the number of students who have access to high-quality schools nation-wide;
- Lead the grant writing process for Indiana's 2023 Charter School Program Grant application securing \$109 million for the state, the largest awarded CSP grant in the country
- Lead the statewide expansion of Indy Summer Learning Labs and identified and secured expansion funding equating to \$17.5 million
- Lead and manage the launch of the \$2.6 million Indiana eLearning Lab to assist educators, parents and families transition to virtual learning and remote professional trainings
- Serve as Senior Advisor to the Chief of Strategy providing regular analysis of school data across Indianapolis, incubation and exploratory project data and outcomes, and education trend data across the country; Engage with critical funders providing updates on exploratory project outcomes and budgets

Charter School Specialists

Columbus, Ohio

March 2017-August 2020

Vice President of School Improvement

- Lead & manage a team of school improvement staff to carry out the data analytic, accountability, assessment and strategic planning work of charter school sponsorship leading to academic improvements for nearly 80% of schools served during the 2018-19 school year
- Develop and implement 5-year strategic plan for school improvement department, develop and implement standard operating procedures pertaining to school improvement and sponsorship oversight; build and maintain partnerships with key stakeholders including department of education staff and state board of education members
- Develop site visit rubrics and conduct on-site assistance reviews for 60 sponsored schools serving nearly 15,000 students concentrating on evidence-based curriculum, program innovation, education plan implementation, instructional delivery methods, formative instruction and assessment, multi-tiered systems of support and intervention policies, professional development and academic growth
- Analyze and synthesize schools' local report cards issued by the department of education; provide technical assistance and focused trainings to stakeholders, assist in the development of school improvement plans (conduct needs assessment, root-cause analysis, data analysis, and identify evidence-based strategies and programs to meet identified needs); conduct high-stake academic reviews for all sponsored schools upon contract renewal
- Curate professional development design and facilitation for school improvement team, school leaders, superintendents, management company representatives and governing authority members

Chisley Consulting Group, LLC.

August 2015-Current

Owner

- Serve as contractor for schools and organizations to operationalize their mission, vision, and values through strategic planning, training and coaching, and developing & codifying systems.
- Lead school improvement initiatives around the Ohio Improvement Process for schools and charter school authorizers across the state; Assist School Leaders and Superintendents with the completion of Ohio Teacher Evaluation System; Serve as a Peer Reviewer for the Charter Schools Program (Federal) Grant and District Reviewer contractor for the Ohio Department of Education

KIPP: Columbus Middle School

August 2013-June 2015

Lead Teacher; Grade-Level Chair, Building Leadership Team

- Provided data-driven grammar, writing, and English Language Arts instruction: 88% of students showed more than typical growth on the Language Usage portion of the Northwest Evaluation Association (NWEA) MAP Assessment; Served as grade level chair leading academic team meetings

Porsche J. Chisley

614-531-8573

Porsche.Chisley@gmail.com

Teach for America

June 2011-May 2013

Corps Member- Kindergarten Teacher

- Taught in under-resourced public schools in St. Louis, Missouri
- engaged in a full schedule of professional development activities including curriculum design, classroom management, and effective instructional strategies specific to elementary education at high poverty schools
- Sue Lehman Teacher of the Year Nominee 2012-2013

Leadership

College Football Playoffs Foundation 2022 Indianapolis Host Committee Dec. 2020-Jan. 2022

Co-chair, Indiana E-Learning Lab

- Develop ideas and plans for incorporating the Indiana e-learning lab and the 2022 College Football Playoffs that will have a long-lasting impact on teachers, visitors and the greater Indianapolis community

Ohio Child Care Resource & Referral Association

June 2018-Current

Approved Trainer

- Provide professional training to early childcare professionals throughout the state of Ohio focusing on the following domains: child growth and development, family and community relations, health, safety, and nutrition, child observation and assessment, professionalism, and learning environment/experiences
- Design engaging and interactive evidence-based online and face to face (blended learning) training sessions for participants situated on a Learning Management System

Columbus Urban League Young Professionals

January 2015-August 2018

Current Member, Previous Education & Youth Co-Chair

- Provide targeted program planning and support for urban students in the Columbus metropolitan area and the Columbus Urban League Head Start Programs
- Implemented new initiatives to promote excellence through academic achievement and civic responsibility in low-income neighborhoods amongst school-aged students

Education

Marian University- Indianapolis, IN

Doctor of Education, Organizational Leadership

June 2021-Current

Expected Graduation May 2024

University of Missouri- St. Louis

Masters of Elementary Education

August 2011-August 2013

Ohio State University

Bachelors of Arts in Psychology
Education Minor

August 2007-June 2011

Certification

Diversity, Equity, & Inclusion in the Workplace Certificate University of South Florida 2021
Ohio Resident Educator License (Early Childhood P-3)
Ohio Leadership Advisory Council Facilitator (2016)
Ohio-Approved Trainer (Ohio Child Care Resource & Referral Association 2018)

Professional Presentations & Board Membership

Ohio Teacher Leadership Summit Presenter 2020
Cambiar Catalyst Fellow 2021-2022
Black Leadership & Legacies Fellow 2022
The Center for Innovative Education Solutions Board Member 2021-Current
Purdue Polytechnic High School Board Member 2023-Current

DELORES T. MORGAN, Ed.D.

811 Wackeman Court, Westerville, OH 43081 | 614-620-9165 | deemorgan@ameritech.net

Experienced leadership in supporting highly diverse educational organizations with complex constraints in the quest to graduate every student prepared for success in college and careers. Builds collaborative cultures and sustainable structures for improving the work of teaching and learning. Key areas of responsibility: chief executive leadership, curriculum and instruction, financial management, human capital strategist, facility master planning, accountability and assessment, policy and governance, and staff and student performance.

CHARTER SCHOOL SPECIALISTS
School Improvement Team Member

Pickerington, OH

July 2015-present

Works jointly with a team of seasoned educators to provide comprehensive support to charter schools statewide in the implementation of a standards based curriculum that aligns to Ohio Learning Standards and assessments that focus on career and college preparedness for all students. Emphasis on curriculum and instruction, evidence-based practice, literacy development, school improvement process, principal leadership training and fostering root cause analysis efforts of school leadership teams via the Ohio Improvement Process.

OHIO DEPARTMENT OF EDUCATION
Academic Distress Commission

Columbus, OH

July 2015-July 2020

Trained in Phi Delta Kappa audit procedures and best practices related to governance, curriculum and instruction, human resources, finances, and student support services. Reviewed public school districts to support school improvement efforts as directed by Ohio legislative actions regarding failing schools. Served as audit lead for a five person, on-site team of professionals who subsequently worked collaboratively with district leadership groups, Boards of Education, and superintendents to craft a comprehensive plan guided by the data review.

OHIO DEPARTMENT OF EDUCATION
Race to the Top Regional Specialist

Columbus, OH

July 2012 - July 2015

Positioned schools to realize their vision of 100% graduation and college/career readiness by spearheading the implementation of the Federal School Transformation Module. Aligned districts' Race to the Top grant strategies with overarching Ohio Department of Education initiatives and objectives.

- Facilitated 30+ public and charter school transformation teams in the implementation of Scope of Work and key state and federal instructional and teacher effectiveness initiatives
 - Targeted intensive support and effective interventions to turn around struggling schools
 - Planned and implemented professional learning opportunities that aligned to Ohio's Learning Standards, Next Generation Assessments, College and Career Readiness Standards, and evidence-based instructional and assessment strategies.
-

STANFORD UNIVERSITY
Adjunct Faculty/School of Education

Stanford, CA

Sept. 2007 - present

Using progressive online instructional methodologies, teach assigned courses in education that engage students by offering excellent feedback and guidance to help them achieve at their highest academic level. Demonstrates a commitment to excellence and continuous improvement in curricular, instructional, and professional development and to the development of Stanford's teaching and learning community.

LORAIN CITY SCHOOLS
Superintendent

Lorain, OH

July 2001-2007

Led the 10th largest school district in Ohio serving more than 10,000 students with an ethnically, culturally, and socioeconomically diverse pre-K to 12 student population and an operational budget of \$80,000,000 to significant school improvements through implementation of a standards-based system of curriculum, instruction, and data-driven decision making recognized by the Ohio Department of Education

- Developed and monitored a collaborative process and district Comprehensive Continuous Improvement Plan (CCIP), guided by results of Phi Delta Kappa Curriculum Audit, leading to the establishment of a 5-year district strategic plan
- Through development of school-based leadership teams, increased graduation and attendance rates for all students per 2003, 2004, and 2005 State of Ohio School Report Card data employing numerous support programs, such as mentoring, small schools, Project GRAD, and Early College
- Decreased discipline issues by more than 60% through comprehensive safety and security planning, including conflict resolution programming
- Through community support and leadership, passed a \$216M facilities bond issue to provide 20 new and renovated schools and provided oversight for the construction of seven new schools to date
- Built school and community partnerships to increase student achievement, including NAACP, Lorain County Urban League, Coalition for Hispanic Issues and Progress, Lorain Police Department, Salvation Army, NASA Glen, and Rotary
- Committed to community visibility and decision-making via the Bond Issue Oversight Committee, Business Advisory Council, Curriculum Quality Control Council, Lorain City School District's Facilities Project Design Team, District Safety Committee, High School Advisory Committee, and Small School Steering Committee

COLUMBUS PUBLIC SCHOOLS

Columbus, OH

July 1998-2001

Deputy Superintendent for Academic Achievement

Led the development and implementation of a standards-based system of curriculum and instruction, with primary responsibility for the written, taught, and tested curriculum, pre-K to 12; responsibilities included support and accountability for 143 schools; recruitment; hiring and evaluation of staff; facilities planning; budget and resource management; strategic planning and program evaluation; staff development; and communication design

- Supervised compensatory federal and state programs, including Title I, II, and VI; ESL; special and gifted education; and numerous grants to support all students meeting and exceeding the standards
- Assisted in the planning and implementation of the district's five-year continuous improvement plan

WESTERVILLE PUBLIC SCHOOLS

Westerville, OH

July 1996-1998

Principal, Pointview Elementary

JEFFERSON COUNTY PUBLIC SCHOOLS

Golden, CO

July 1981-1996

Assistant Director for Curriculum and Instruction

Previous positions also included Coordinator of Early Childhood Education for Jefferson County Schools, Innovative Grants Coordinator for Adams District #12, Special Education Coordinator for Jefferson County Public Schools, and general and special education teacher for Aurora Public Schools and Columbus Public Schools.

EDUCATION

DOCTORATE OF EDUCATION (ADMINISTRATION, PLANNING, SOCIAL POLICY IN SPECIAL EDUCATION)

University of Denver, Denver, CO

MASTER OF ARTS (CURRICULUM AND INSTRUCTION)

University of Denver, Denver, CO

BACHELOR OF SCIENCE (EDUCATION)

Ohio State University, Columbus, Ohio

CERTIFICATIONS

OHIO PROFESSIONAL LICENSURE (July 2019-July 2023)

Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Principal

COGNITIVE COACH – Center for Cognitive Coaching, Denver, CO

OHIO TEACHER EVALUATION SYSTEM EVALUATOR (Sept. 2022 – Sept. 2023)

OHIO PRINCIPAL EVALUATION SYSTEM EVALUATOR (Sept. 2022 – Sept. 2024)

COMMON CORE INSTITUTE BLACKBELT CERTIFICATION I & II

PROFESSIONAL LEADERSHIP

Ohio Reading and Literacy Partnership Team

Ohio National Academy of Superintendents, 2003, 2004, and 2005

Ohio School Leadership Institute Program, *Participant*

School Study Council of Ohio, *Advisory Board*

Ohio State University, *Dean's Search Committee*

Ohio Governor's Commission for Student Success, *Advisor*

Ohio Governor's Commission on Literacy

Ohio Mentoring Center, *Advisory Board*

Walt Disney Productions, *Educational Program Consultant*

Colorado 2000, *Governor's Planning Commission and Goal 1 Subcommittee Chair*

Metropolitan State College, Colorado, *Advisory Board*

Regis University, Colorado, *Adjunct Professor and Graduate Program Advisor*

University of Denver, Colorado, *Teaching Assistant*

American Association of School Administrators (AASA), *Member*

Buckeye Association of School Administrators (BASA), *Member*

Ohio Elementary and Secondary Principals Association, *Member*

Association for Supervision and Curriculum Development (ASCD), *Member*

RECOGNITIONS

Superintendent's Performance Award, Lorain City Schools (2003-2007)

Lorain Parks and Recreation Committee Leadership Award, 2002

Lorain County Urban League Excellence in Education Award, 2004 and 2007

Lorain County Community College Achievement Making a Difference Award, 2001

El Centro de Servicios Sociales para la Comunidad President's Award, 2001

Ohio Civil Rights Commission's Keeping the Dream Alive Award, 2003 and 2007

Lorain County Community College Award of Distinction, 2003 and 2007

Lorain County NAACP Community Award, 2006

National Committee for Employer Support of the Guard Reserve Award, 2006

Martin Luther King Jr. Award, 2007

Lorain County Alliance of Black School Educators, Excellence in Education Award,

Superintendent's Performance Award, Columbus Public Schools, 1998-2001

Ohio BEST Award, 1999-2000 (Columbus Reads) and 1997/1998 (Effective Practice/Westerville)

Phi Delta Kappa, Excellence in Education Award, 1995/1996

CAEA National Leadership Award, 1994

NAEYC Program Recognition Award for Innovative Early Childhood Programming

Phi Delta Kappa Honorary

Kappa Delta Pi Educational Honorary

BARBARA C. MURPHY

610 Cynthia Court ▪ Richmond Heights, Ohio 44143 ▪ (216) 978-6644 ▪ bmurphy610@roadrunner.com

Administrative Experience

Race to the Top Regional Specialist Ohio Department of Education

Action Team Coach	Career Education Coordinator
Curriculum Specialist, Turn Around Schools	Director Gifted Education
Curriculum Specialist, Compensatory Education	Supervisor of Alternative School
Director of Curriculum & Instruction Pre K-12	Special Education Administrator
Administrator Evaluation Team Process	Technology Grant Proposals & Management
School Improvement Team	Principal K-8 Eagle Heights Charter School
Federal Programs Director	Assistant Principal for Curriculum & Instruction
Staff Development Director	Race to the Top Coordinator for Cleveland, Akron and Dayton Schools.
	Contractor for Charter School Specialists

Academic Intervention Team: Cleveland Metropolitan School District.

Adjunct Professor: Kent State University. Spanish.

Administrative Intern Supervisor: John Carroll University.

Administrative Intern Supervisor: Youngstown State University.

North Central Evaluation Team Leader: Warrensville Heights High School.

Adjunct Professor: Notre Dame College of Ohio. Taught secondary curriculum design.

Cleveland Teacher Educator Program: Responsible for the supervision of student teachers attending Cleveland State University, Kent State University, John Carroll University and Ursuline College.

Secondary Director of the John Carroll University Teacher Intern Program: South Euclid-Lyndhurst Schools. Taught secondary education courses and supervised student teachers.

Educational Consultant: Case Western Reserve University. Career Beginnings Program.

Supervisor of Urban Experience for John Carroll University Interns: South Euclid-Lyndhurst Schools and St. Ignatius High School.

Assistant Principal for Curriculum and Instruction: Charles F. Brush High School.

Department Chairperson of Foreign Languages: East High School, Cleveland Municipal School District.

Curriculum Specialist, Division of Compensatory Education: Cleveland Municipal School District. Supervisor of the Proficiency Preparation Intervention Programs in intermediate and senior high school.

Superintendent's Instructional Support Team: Cleveland Municipal School District. Support and implement innovative instructional techniques to improve student achievement.

Urban Systemic Initiative for mathematics and science: Cleveland Municipal School District. Developed a fifteen million-dollar grant proposal & implemented the program to improve mathematics and science instruction.

Staff Developer: Warrensville Heights City Schools, South Euclid-Lyndhurst and Cleveland Municipal School District. Trained administrators in the areas of leadership, differentiated and data driven instruction.

Chairperson of the Effective Schools Committee: Co-authored a grant proposal designed to improve the academic achievement of at-risk youth. Compiled and reported data to the State Board of Education.

Employment History

2016-present- Contractor Charter School Specialists

2011-2015-Race to the Top Ohio Department of Education

2009-	Curriculum Specialist/Action Team Coach -Turn Around Schools, Cleveland Metropolitan School District
2000-2005	Director of Curriculum and Instruction, Warrenville Heights City Schools
2006-2008	Principal K-8- Eagle Heights Academy. Youngstown, Ohio
2003-2004	Adjunct Professor -Notre Dame College of Ohio
1994-2000	Assistant Principal, Curriculum and Instruction, Charles F. Brush High School. South Euclid-Lyndhurst Schools
1993-1994	Curriculum Specialist, Proficiency Intervention. Cleveland Metropolitan School District
1983-1993	Department Chairperson, Foreign Languages. East High School. Cleveland Public Schools
1972-1983	Spanish Teacher. Lincoln West High School, James Ford Rhodes High School and East High School. Cleveland Metropolitan School District

Education and Training

2010	Assessment for Learning. Cleveland State University
2009	Turnaround Schools Leadership Training. University of Virginia
2006	Character Counts Training. Baltimore, Maryland
2004	Robert Marzano -Principles of Effective Teaching and Learning
2003	Baldrige School Improvement Model Training
2001	Legal Update for School Administrators. Kent State University
1997	South Euclid-Lyndhurst Leadership Academy
1996	Investment in Excellence
1991	Doctoral Candidate, Educational Leadership. The University of Akron, Akron, Ohio
1981	M.Ed., Higher Education Administration and Student Personnel Services, Kent State University, Kent, Ohio
1972	B.A., Spanish Secondary Education, Howard University, Washington, D.C.

Honors and Awards

1990	Outstanding Urban Educator Award
1995	The South Euclid Lyndhurst Leadership Academy

1996 Outstanding Doctoral Student Award, University of Akron
2004 Superintendent's Award –Warrensville Heights City Schools
2004 Presenter to the Ohio State Board of Education "Diversity in Education"

SPONSOR POLICIES AND PROCEDURES

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STANDARD OPERATING PROCEDURE 2.01

PROCEDURE TITLE: Community School Contract Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 09/01/2013

PURPOSE

The COMMUNITY SCHOOL CONTRACT PROCESS ensures all community schools submitting contracts to St. Aloysius comply with the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. The process is used to guide all applicants for new charters with St. Aloysius from either (a) the approved preliminary agreement or (b) the expiring St. Aloysius Contract to a finalized and executed new community school contract.

SCOPE

The COMMUNITY SCHOOL CONTRACT PROCESS applies to all CSS staff involved on the contract review team and other legal department members involved in the compilation of final contracts.

PROCEDURE

Prior to beginning this process, the applicant must complete one of the three tracks of the COMMUNITY SCHOOL APPLICATION PROCESSES as follows:

- Track 1 applications (also known as “full applications”) are for New School Applicants who do not have a community school currently in operation. These applicants complete the NEW COMMUNITY SCHOOL APPLICATION PROCESS, REPLICATOR APPLICATION PROCESS or NEW E-SCHOOL APPLICATION PROCESS prior to beginning this process.
- Track 2 applications are for Applicants who have a community school currently operating under different sponsorship. These applicants will complete the EXISTING COMMUNITY SCHOOL APPLICATION PROCESS or the



TRANSFER COMMUNITY SCHOOL APPLICATION PROCESS prior to beginning this process.

- Track 3 applications are for Renewal Applicants who have a current charter with St. Aloysius that is expiring. These applicants complete the RENEWAL COMMUNITY SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS prior to beginning this process.

The COMMUNITY SCHOOL CONTRACT PROCESS is as follows:

1. The Legal Department and Management Team shall review the current charter contract template for changes in rule or law. General Counsel shall review all suggested changes with the President and finalize the charter contract template.
2. Upon completion of the above, attorneys for applicants will be provided with the contract template and attachment requirements and expectations of the COMMUNITY SCHOOL CONTRACT PROCESS.
3. The Legal Department will provide applicants with all documentation and timelines.
4. The Legal Department shall conduct a training for all applicants on the general contract requirements.
5. Upon receipt of applicant contract materials, the reviewers will review and evaluate the contract materials per the rubric review process.
6. The completed contract and attachments must include all required information.
7. Upon completion of the contract signature page, the Legal Department or designee will send the contract to St. Aloysius for electronic signature.
8. Once the Contracts are executed, the Legal Department or designee will upload a copy of the fully executed contract into each school's Google folder.
9. The Legal Department will prepare copies of full Contracts and Attachments to submit to the Department of Education & Workforce via Epicenter.
10. Distribution of these copies must be completed and submitted prior to the required DEW and/or statutory deadlines.

DOCUMENTATION / VERIFICATION

Legal Department will save all COMMUNITY SCHOOL CONTRACT PROCESS documents with a naming convention and the date in the shared drive as follows:

Location of documentation:

S/"Current School Year" Contracts & Attachments

Supporting documentation included with this process:



1. Community School Contract Template, Timeline, and Guidance Document
2. Email communications linking to the template and instruction documents
3. Internal communications to review teams including training materials
4. Internal communications relating to reviews/revisions
5. External communications relating to reviews/revisions
6. Contract review webinar

DOCUMENT HISTORY

Orig. Date May 2012
Rev. May 2013
Rev. Sept. 2013
Rev. March 2017
Rev. April 2020
Rev. June 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL CONTRACT PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL CONTRACT PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 2.08

PROCEDURE TITLE: Renewal School Application and Reviewer Protocol Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 05/31/2013

PURPOSE

The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS ensures clear communication of the renewal application process to all renewal schools and application reviewers. It defines criteria that are specific and transparent to be used to evaluate applications that include multiple sources of evidence. The renewal application process is critical to protecting school autonomy, student rights and public interest and ensures that schools are held to high standards of academic, financial and organizational performance based on the performance framework in the contract.

SCOPE

The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS applies to all CSS staff who are involved with charter contract renewals.

PROCEDURE

1. The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS begins in the fall of the year prior to the expiration of the charter. The Legal Department shall maintain a spreadsheet of renewal dates for each school as a reference.
2. Annually, the Legal Department shall update the renewal application, scoring rubric and defined timeline for the renewal process.
3. The renewal application, scoring rubric, and defined timeline is posted on the Charter School Specialists and St. Aloysius websites.
4. The renewal application, scoring rubric, and defined timeline are sent to applicants.
5. A training will be conducted by the legal department for all applicants reviewing all aspects of the renewal process.
6. All renewal applicants are required to complete the renewal application and submit it to the Legal Department for review by the established deadline.



- a. The renewal process will provide for a review of the period covered by the current contract and will include a high stakes review of the applicant's performance for academic, financial and organizational/operational that aligns with the performance framework which can include measures of student achievement, financial audits, site visit reports or other compliance reports and if applicable status reports on corrective action plans or other required interventions as part of the application or scoring.
 - b. The high stakes review of the applicant's performance must account for at least sixty-seven (67%) of the application score.
7. CSS staff will be assigned to review and score the application. Training will be provided on the written protocols and scoring rubric annually including reviewer calibration.
8. Reviewers will prepare individual scoring rubrics documenting the rating for each renewal criteria strictly adhering to the requirements which are included in the scoring rubric and training.
9. Reviewers will meet as a team and develop a consensus score.
10. The President and Executive Team will meet to discuss scoring of applicants, and determine evidence-based recommendations to be provided to St. Aloysius.
 - a. All applicants recommended for approval must earn at least 75% of the overall possible points on the application and high stakes review as determined by the renewal rubric, **AND**:
 - i. Met the academic achievement targets in their contract, have no unresolved compliance issues with any applicable laws or contract terms, and if there were any documented issues of fiscal or operational viability, those issues were remedied; **OR**
 - ii. If the school did not meet all contractual academic targets, contract terms, compliance requirements or documented issues of fiscal or operational viability, CSS will document how the decision to renew aligns with this renewal evaluation process and national sponsoring standards.
 - b. All applicants earning less than 75% of the overall possible points on the application and high stakes review as evidenced by the renewal rubric will be denied.
11. The Legal Department will prepare a summary of renewal recommendations to be provided to the St. Aloysius Board.
12. After approval from the St. Aloysius Board, final renewal reports are distributed under cover from General Counsel or designee advising of renewal or nonrenewal and the term of the renewal.
13. Upon receipt of the Notice of Renewal, Applicants are required to work on finalizing renewal Charter and Attachments. See NEW CHARTER PROCESS and NEW CHARTER PROCESS–RUBRIC REVIEW.
14. If an applicant is non-renewed, it may follow the process outlined in the community school contract section titled "Non-Renewal of this Charter".



DOCUMENTATION / VERIFICATION

The Legal Department will save all RENEWAL SCHOOL AND REVIEWER PROTOCOL PROCESS documents with a naming convention and the date in the shared drive as follows:

Ex: S DRIVE/SPONSOR CONTRACT RENEWALS/ SPONSOR RENEWAL FY

DOCUMENT HISTORY

Orig. date May 2012
Rev. May 2013.
Rev. November 2014
Rev. January 2016
Rev. December 2017
Rev. October 2018
Rev. August 2019
Rev. April 2020
Rev. June 2022
Rev. October 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewers of the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.01

PROCEDURE TITLE: Intervention Process

Department: ALL

Proposed by: General Counsel

Effective Date: 07/01/2013

PURPOSE

This INTERVENTION PROCESS provides guidance to all team members and the Management Team on how to communicate, evaluate and track corrective action plans regarding any deficiency in the school's governance, operations, fiscal management, educational model, or operations relative to any state or federal rule or law, and/or sponsor requirements. This includes deficiencies brought to the attention of CSS by stakeholders, such as the Department of Education and Workforce or Auditor of State's Office, which may include audits; programmatic deficiencies, grant and data reporting; or other pertinent issues relative to the school's operations identified during the comprehensive onsite review process.

The INTERVENTION PROCESS relates to any deficiency requiring a request for a corrective action plan for a school.

SCOPE

This INTERVENTION PROCESS applies to all staff who participate in oversight or provide technical assistance to CSS partner schools sponsored by St. Aloysius.

PROCEDURE

The CSS INTERVENTION PROCESS is as follows:

1. Conditions that may trigger intervention and corrective action include, but are not limited to:
 - a. Violation of rule and/or law;
 - b. Violation of community school contract;
 - c. Excessive decrease in enrollment;



- d. Financial instability;
 - e. Failure to respond to reasonable requests from sponsor;
 - f. Performance deficiencies, such as failure to make adequate academic progress, meet the local report card measures or be placed on the at-risk for closure list by the Department of Education & Workforce;
 - g. Performance of the governing authority or its individual members that is detrimental to the overall success of the school;
 - h. Issues identified in the annual audit performed by the Auditor of State, or Independent Public Accountants (IPAs), that may impact the operation of the school.
2. CSS staff member(s) may identify a condition that triggers the potential need for an intervention during an enrollment and financial review, on-site visit, governing authority meetings, preparation of site visit reports and/or while conducting annual performance monitoring.
 3. CSS staff member(s) may also note a condition that may trigger intervention and the potential need for an intervention letter or corrective action plan during a review of the following documentation:
 - a. Enrollment and financial review documents
 - b. Communication from the Department of Education & Workforce or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Governing Authority Meeting Reports
 - f. Complaints
 4. When the CSS staff member notes a potential deficiency, he/she will discuss with their department manager to determine if the deficiency should be investigated.
 5. Department managers or designated CSS staff members may conduct an investigation, which may include contacting school personnel, governing authority members, management company representatives, governing authority legal counsel, verbal conversations, email correspondence, and document collection.
 6. After completion of the investigation, the department manager discusses the deficiency with the President or designee.
 7. The President or designee makes the determination if an intervention letter or request for a corrective action plan should be sent to the school.
 8. Intervention letters will be sent on CSS letterhead with signature of President.
 - a. Letters will note areas of concern and indicate failure to remedy these concerns could result in a corrective action plan.
 - b. If all areas of concern are not adequately corrected, the school may be sent a request for a corrective action plan.



9. If a CAP is being sent, the President or designee shall contact the school and notify them that a CAP will be forthcoming.
10. The department manager/CSS staff member will complete the CAP Request Template and obtain the President's approval.
 - a. The CAP request template must include that action steps are required and a timeline to complete the required actions steps. If possible, the due date should be after the next scheduled board meeting.
11. The department manager/CSS staff member will send the approved CAP Request Template to the Legal Project Manager.
12. The Legal Project Manager will complete the CAP Cover Letter, review the template for formatting issues and send the final copy of the Cover Letter and the CAP Request Template to all governing authority members with copy to board counsel, school leader, management company representatives (if applicable), CSS President, CSS Management Team, and Office Manager.
 - a. The Office Manager will include the CAP request with the board materials sent to board liaisons and CSS sponsor representative prior to the next board meeting.
13. The Legal Project Manager will update the CAP Tracking Spreadsheet with the date sent, reason for CAP request and the due date of the response. The CAP Tracking Spreadsheet will be shared at all monthly CSS Staff Meetings.
14. The Legal Project Manager will monitor the CAP request due dates and communicate directly with the governing authority and/or its representative as needed.
15. Upon receipt of the proposed CAP from the school, the Legal Project Manager will forward it to the requesting department manager/CSS staff member to review and will include a date it should be reviewed by.
16. The department manager/CSS staff member will determine if the CAP submitted is:
 - a. Approved and the school will be released from corrective action per process below.
 - b. Approved and the plan needs to be monitored,
 - c. Not approved/denied and requires additional information.
17. The department manager/CSS staff member will complete the respective form letter and send it to the Legal Project Manager for distribution.
 - a. CAP Approval Letter with monitoring - If the CAP is approved and the plan needs to be monitored, the department manager will determine if the CAP will be monitored by their department or at monthly governing authority meetings and communicate this to the Legal Project Manager. The Legal Project Manager shall note this on the CAP Tracking Spreadsheet. All



status updates at governing authority meetings must be provided to the Legal Project Manager so the tracking spreadsheet can be updated accordingly. If the monitoring is being completed at department meetings, the department manager shall send monthly meeting minutes to the Legal Department.

- b. CAP Denial or Request for Additional Information Letter - If the CAP is not approved or needs additional information, the Legal Project Manager will send the letter and update the CAP Tracking Spreadsheet accordingly. The CAP process will then resume at step 12 above.
18. The Legal Project Manager will regularly request status updates from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school and will review the requested status updates to ensure that the Governing Authority is complying with the terms of the corrective action plan.
19. Departments must discuss any CAPs issued by their department and status updates at each department meeting.
20. The Legal Project Manager shall determine if the governing authority is adequately monitoring and implementing the CAP by regularly reviewing the requested status updates. Status updates may be provided from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school.
21. If the Legal Project Manager does not receive the requested status updates, the department manager responsible for the CAP will be notified.
 - a. If additional information is needed regarding the monitoring, the department manager or designee may contact the CSS representative attending the board meetings, the board liaison, board counsel, or any other school personnel.
22. If the requirements of the CAP are not being met, the following may occur:
 - a. The matter may be referred to the General Counsel or designee for placement on probation (Community School Probation Process will be followed including final approval by St. Aloysius) or suspension (Community School Suspension Process will be followed including final approval by St. Aloysius).
 - b. The matter may be referred to the General Counsel or designee for contract termination (Community School Termination Process will be followed including final approval by St. Aloysius).
23. Once it has been determined that the governing authority has met the terms of the CAP and the department manager has determined that it may be released from the CAP, the department manager shall notify the Legal Department Manager.



- a. The Legal Project Manager shall draft and send the Release from CAP Letter and update the CAP Tracking Spreadsheet accordingly.

DOCUMENTATION/VERIFICATION

Location of documentation:

S:\Corrective Action Plans\SY

DOCUMENT HISTORY

Orig. Date 2011

Rev. Date May 2012

Rev. Date November 2012

Rev. Date December 2014

Rev. Date October 2015

Rev. Date March 2017

Rev. Date March 2018

Rev. Date October 2018

Rev. Date May 2019

Rev. Date April 2020

Rev. Date November 2020

Rev. Date April 2021

Rev. Date April 2022

Rev. Date June 2022

Rev. Date October 2022

Rev. Date June 2023

Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the INTERVENTION PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/21/2024

Approved by: President David L. Cash, Jr.

Date: 06/21/2024



The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The INTERVENTION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.02

PROCEDURE TITLE: Community School Probation Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 09/01/2013

PURPOSE

The purpose of the COMMUNITY SCHOOL PROBATION PROCESS is to ensure a complete understanding of how a school may be placed on and removed from probation status. The process provides for adequate notice, monitoring and communication with all stakeholders.

SCOPE

The COMMUNITY SCHOOL PROBATION PROCESS is managed by the Legal Department and is used to guide any applicable school through all phases of probation.

PROCEDURE

1. CSS staff members could identify the potential need for probation during an enrollment and financial review, on-site visit, during preparation of site visit reports, while attending a governing authority meeting, while conducting annual performance monitoring and/or at any other time while providing monitoring, oversight, and technical assistance to a school.
2. Conditions that may trigger intervention and probation include, but are not limited to:
 - a. Violation of rule and/or law
 - b. Violation of community school contract
 - c. Excessive decrease in enrollment
 - d. Financial instability
 - e. Organizational/Operational deficiencies
 - f. Failure to respond to reasonable requests from Sponsor.
 - g. Failure to adequately address issues in a corrective action plan
 - h. Failure to make adequate academic progress or meet local report card measures



3. Documentation noting conditions that may trigger intervention and probation may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Department of Education and Workforce or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective Action Plans
 - h. Email correspondence with sponsor or CSS
4. If possible, a school will be provided an intervention letter and/or a corrective action plan (see INTERVENTION PROCESS) prior to being placed on probation.
 - a. If a school is not complying with the terms of its intervention letter or corrective action plan, General Counsel shall consult the President and St. Aloysius to determine if the school should move to probation.
 - i. The Executive Team may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective conditions warranting intervention, history of school's compliance with intervention plan or corrective action plan requests and number of times a school has been placed on corrective action or required interventions.
5. If the deficiency is severe and the school should move directly to probation, the CSS staff member suggesting probation shall review the documentation and data collected and discuss with the Department Manager to see if there is a deficiency that could warrant moving directly to probation. If the deficiency does not warrant moving directly to probation, then the staff member shall otherwise follow the intervention process.
6. CSS staff member or department manager may conduct further investigation, including contacting school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation is not limited to but may include verbal conversations, email correspondence and document collection.
7. After completion of the investigation, the department manager discusses the potential deficiency with the President or designee to determine that probation is warranted.
8. Once probation is determined to be the correct course of action, the Legal Department will prepare a draft and send it to the General Counsel or designee for review and final approval from the President.



9. Upon President approval of the document, the following occurs:
 - a. General Counsel or designee finalizes the probation letter ('letter') with any necessary revisions and sends the letter to the Legal Project Manager.
 - b. The Legal Project Manager sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to the next governing authority meeting.
 - i. Legal Project Manager submits the probation notice via Epicenter to the Department of Education and Workforce.
 - c. The School shall be provided five (5) business days after the upcoming governing authority meeting to respond to the probation letter.
 - i. If the deficiency noted in the probation letter is time sensitive and needs to be addressed prior to the next governing authority meeting, the General Counsel or designee shall set an appropriate date for response.
 - d. The Legal Project Manager updates the corrective action plan/probation tracking spreadsheet with date sent, reason and due date for response.
 - i. Legal Project Manager shall also share this spreadsheet at Staff Meetings to update staff on probation status of each school.
 - e. The Legal Department monitors the due date.
 - i. If a response is not received by the due date:
 1. General Counsel or designee shall decide if the school shall be given more time to respond.
 2. If the school fails to respond, the Legal Department and President discuss the next course of action, which may include taking over operations of the school, suspension or termination.
10. Upon receipt of the probation response from the governing authority, the following occurs:
 - a. The Legal Department will forward to the appropriate department manager for an initial sufficiency review.
 - i. The Department Manager will ensure all deficiencies have been addressed.
 1. If all deficiencies have not been addressed, the Department Manager will notify the Legal Department to send a request for additional information within five (5) business days to the governing authority. The Governing Authority will be given five (5) business days to provide additional information.



- b. If the governing authority has adequately addressed all deficiencies:
 - i. The Department Manager will notify the Legal Department to send a notice to the governing authority noting receipt/approval and monitoring protocol as necessary within ten (10) business days of receipt of the final plan.
 - c. If the governing authority has not adequately addressed all deficiencies:
 - i. The Legal Project Manager shall consult with the General Counsel to discuss next steps.
 - 1. The Legal Department can request additional information to be provided within five (5) business days.
 - 2. Upon receipt of additional information, repeat steps listed above.
 - 3. If additional information does not satisfy the original request, the General Counsel discusses with the Management Team to determine the consequences for not resolving the deficiency. The consequences may include, taking over operations of the school, suspension, or termination.
 - 4. Next steps will be communicated with the school within ten (10) business days.
11. Departments are responsible for adding a review of schools on probation and probation requirements to monthly department meeting agendas.
12. If a school is not released from probation by the end of the school year, the probation becomes void per the Ohio Revised Code.
- a. The President and Management Team shall then evaluate if the school needs to be placed on probation at the beginning of the following school year or other actions should be taken.

DOCUMENTATION / VERIFICATION

Location of documentation:

S:/CORRECTIVE ACTION PLANS/

DOCUMENT HISTORY

Orig. Date Sept. 2013
Rev. Date March 2017
Rev. Date November 2018
Rev. Date August 2019
Rev. Date April 2020



Rev. Date April 2021
Rev. Date June 2022
Rev. Date June 2023
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team Date: 06/21/2024

Approved By: President: David L. Cash, Jr. Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.03

PROCEDURE TITLE: Assuming Operations of School Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 06/21/2024

PURPOSE

The purpose of the ASSUMING OPERATIONS OF SCHOOL PROCESS is to provide a written policy, procedures and a plan of action that outline the process for assuming operations of a school. This process includes but is not limited to: a plan of action for schools experiencing financial difficulties or losses prior to the end of the school year and a plan of action for the sponsor to intervene in a school's operations if the governing authority fails to remedy identified problems.

SCOPE

The ASSUMING OPERATIONS OF A SCHOOL PROCESS applies to all Charter School Specialists staff involved in the operations of a sponsored community school.

PROCEDURE

1. CSS staff members could identify the potential need for the sponsor to assume operations of a school during an enrollment and financial review, on-site visit, during preparation of site visit reports, while attending a governing authority meeting, while conducting annual performance monitoring and/or at any other time while providing monitoring, oversight, and technical assistance to a school.
2. Conditions that may trigger assuming the operations of a school include, but are not limited to:
 - a. Violation of rule and/or law
 - b. Violation of community school contract
 - c. Excessive decrease in enrollment
 - d. Financial instability



- e. Organizational/Operational deficiencies
 - f. Failure to respond to reasonable requests from Sponsor.
 - g. Failure to adequately address issues in a corrective action plan
 - h. Failure to make adequate academic progress or meet local report card measures
3. Documentation noting conditions that may trigger assuming operation of a school may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective Action Plans
 - h. Email correspondence with sponsor or CSS
 4. If possible, a school will be given the opportunity to submit a corrective action plan to correct any conditions on its own prior to CSS assuming the operations of the school. If the plan of action is acceptable, and the school is following the corrective action plan, CSS will not assume the operations of the school and will follow the Intervention Process or the Community School Probation Process.
 5. If the deficiency is severe and violates section 1.7 of the charter contract, if the school is unable to correct the conditions on its own, or if it is not possible for the school to submit a corrective action plan, CSS may assume operations of the school. The CSS Executive Team will review the documentation and data collected and notify the Governing Authority members of the school and the school leader that CSS intends to assume the operations of the school and the effective date of the assumption of control.
 6. Once notification has been submitted to the Governing Authority of the school and to the school leader, CSS shall:
 - a. If the issue involves modifying the operations of the school without approval:
 - i. CSS shall return the school to the operating condition it was prior to the modification of the operations, including but not limited to the following: cancelling or terminating contracts entered into without approval, re-issuing contracts that were terminated or expired without approval, or re-employing personnel that were discharged without approval.
 - b. If the issue involves a Governing Authority member or members abandoning his/her/their duties under the Charter Agreement or Ohio law:



- i. CSS shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that have abandoned their duties.
 - c. If the issue involves a Governing Authority member or members being in material breach of his/her/their duties under the Charter Agreement or Ohio law
 - i. CSS shall give notice to the Governing Authority member or members that are in material breach of the duties and shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that are in breach of their duties.
 - d. If the issue involves the removal of one or more Governing Authority members for just cause
 - i. CSS shall give notice to the Governing Authority member or members that are being removed for just cause and shall appoint a Governing Authority member or members to the Governing Authority board to replace those members that are being removed.
 - e. If the issue involves a school experiencing financial difficulties or losses before the end of the school year
 - i. CSS shall give notice to the treasurer/fiscal officer of the school and the school leader that the treasurer/fiscal officer of the school is being removed, and direct that no expenditures are to be made until a new treasurer or fiscal officer has been appointed.
 - ii. CSS shall appoint a new treasurer/fiscal officer of the school and have the Governing Authority execute all resolutions necessary to effectuate the transfer of accounts and monies to the new treasurer/fiscal officer.
 - iii. If there will be losses before the end of the school year, CSS shall look for recovery from the management company, if applicable, and if there is no management company, or there is no possibility of recovery, to direct the treasurer/fiscal officer to streamline the budget and pay only necessary and needed expenses to operate the school until the end of the school year.
 - iv. At the conclusion of the school year, CSS will give notice that the school will be placed on suspension in accordance with Standard Operating Procedure 2.5.
7. If a school closes prior to the end of a school year and CSS is unable to assume operations of the school as noted above CSS will:



- a. Prioritize notification to parents and assist students and their families in maintaining an effective educational environment as soon as possible, including the selection of new schools and the transfer of necessary student records;
- b. support school staff in the transition and locating new positions;
- c. securing all school property and funds;
- d. maintain transparent communication with all stakeholders throughout the process.

DOCUMENTATION / VERIFICATION

Location of documentation:

S:\Assuming Operations\FY\School Name

DOCUMENT HISTORY

Orig. Date June 2024

REVIEW AND APPROVAL

Reviewer of the ASSUMING OPERATIONS OF A SCHOOL PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The ASSUMING OPERATIONS OF A SCHOOL PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.04

PROCEDURE TITLE: Community School Suspension Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 09/01/2013

PURPOSE

The COMMUNITY SCHOOL SUSPENSION PROCESS is designed to maintain the health, safety, and welfare of students by establishing procedures under which the governing authority of the school will be held accountable for their compliance with the terms of their contract and law. The purpose of the COMMUNITY SCHOOL SUSPENSION PROCESS is to ensure all necessary notifications and requirements are met by deadlines established by the sponsor and as required by rule and law. The process provides for adequate notice, monitoring and communication of all suspension notices.

SCOPE

The COMMUNITY SCHOOL SUSPENSION PROCESS is primarily managed by the Legal Department and is used to guide any applicable school and CSS staff through all phases of the suspension process including cessation of operations due to the suspension.

PROCEDURE

1. The COMMUNITY SCHOOL SUSPENSION PROCESS begins with a review of statutory reasons as outlined in R.C. 3314.072 (Suspending operation of a noncomplying school).
 - a. CSS staff members could also identify the potential need for suspension during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.
 - i. Conditions that may trigger intervention and suspension include, but are not limited to:
 1. Violation of rule and/or law
 2. Violation of community school contract



3. Excessive decrease in enrollment
 4. Financial instability
 5. Organizational/Operational deficiencies
 6. Failure to respond to reasonable requests from sponsor
 7. Failure to adequately address deficiencies from the school after being placed on probation
 8. Failure to make adequate academic progress or meet local report card measures
2. Documentation noting conditions that may trigger intervention and suspension may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Department of Education and Workforce or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective action plans
 - h. Email correspondence with sponsor or CSS
 - i. Probation notices
 - j. At-Risk for Closure List as provided by DEW
 3. If possible, a school will be provided with an intervention letter (see INTERVENTION PROCESS) and probation (see COMMUNITY SCHOOL PROBATION PROCESS) prior to being placed on suspension.
 - a. If a school is not complying with the terms of its intervention letter and/or probation, General Counsel shall consult the President to determine if the school should move to suspension.
 - i. General Counsel and President may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective deficiencies warranting intervention, history of school's compliance with intervention plan or corrective action plan/probation requests and number of times a school has been placed on corrective action/probation or required interventions.
 4. If the deficiency is severe and the school should move directly to suspension, the CSS staff member suggesting suspension shall review the documentation and data collected and discuss with the Department Manager to see if there is a deficiency that could warrant moving directly to suspension. If the deficiency does not warrant moving directly to suspension, then the staff member shall otherwise follow the intervention process.



5. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation is not limited to but may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, department manager discusses potential deficiency with President to determine whether or not suspension is warranted.
7. Once suspension is determined to be the correct course of action, the Legal Project Manager will prepare a draft and send to General Counsel for review and final approval from the President and St. Aloysius.
8. Upon President and St. Aloysius approval of the document, the following occurs:
 - a. General Counsel finalizes the intent to suspend letter ('letter') per R.C. 3314.072 with any necessary revisions and sends the letter to the Legal Project Manager.
 - b. The Legal Project Manager sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, and CSS Management Team.
 - c. The governing authority shall be provided five (5) business days to submit to the sponsor a proposal to remedy the conditions cited as reasons for the suspension.
 - d. The Legal Department, President and CSS Management Team shall review the proposed remedy within ten (10) business days after receipt.
 - e. If the sponsor approves of the remedy proposed, the governing authority and school will not be suspended and will be permitted to continue operating under conditions provided in a response.
 - i. The Legal Department shall draft the response and submit to the President for approval.
 - ii. The Legal Project Manager will provide the response to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - f. If the sponsor disapproves the remedy proposed by the governing authority, if the governing authority fails to submit a proposed remedy in the manner prescribed by the sponsor, or if the governing authority fails to implement the remedy as approved by the sponsor, the sponsor may suspend operation of the school per R.C. 3314.072.



9. The Legal Department shall provide an official notice of suspension to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - a. The Legal Project Manager will submit the suspension notice via Epicenter to the Department of Education and Workforce.
10. Upon suspension of the school, the school shall cease all operations on the next business day.
11. The Legal Department shall implement the closure process which also applies to suspended schools (see SCHOOL CLOSURE PROCESS and COMMUNITY SCHOOL TERMINATION AND NON-RENEWAL PROCESS).
12. If the governing authority of the school fails to provide a proposal to remedy the conditions cited by the sponsor as reasons for the suspension, to the satisfaction of the sponsor, by the thirtieth day of September of the school year immediately following the school year in which the operation of school was suspended, the charter contract between the governing authority and the school shall become void and the school will be permanently closed.

DOCUMENTATION / VERIFICATION

Location of documentation:

S:/CORRECTIVE ACTION PLANS/

Naming convention:

Year + School + Issue Date

Ex: CORRECTIVE ACTION PLANS/SY/SYABC School/PROBATION letter [Date]

Supporting documentation included with this process:

1. Initial communication to the school/board advising of the decision to place the school on probation.
2. Sample follow up communication regarding outstanding issues or missed deadlines
3. Letter releasing the board from probation.



DOCUMENT HISTORY

Orig. Date Sept. 2013
Rev. Date March 2017
Rev. Date November 2018
Rev. Date August 2019
Rev. Date June 2023
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team Date: 06/21/2024

Approved By: President: David L. Cash, Jr. Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.05

PROCEDURE TITLE: Community School Non-Renewal Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 01/30/2013

PURPOSE

The COMMUNITY SCHOOLNON-RENEWAL PROCESS ensures that all necessary non-renewal notifications and non-renewal requirements are met by the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. In addition, the process monitors the performance of the applicant through the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS. The process also ensures that, if a non-renewed school does not close but rather is awarded a contract by DEW or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal decision through to closure or transfer to another sponsor and applies to all staff involved in the non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL NON-RENEWAL PROCESS begins with the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS, which includes evaluation of the application and a high stakes review of the academic, financial, and operational/organizational data over the term of the charter contract.
 - a. If the school does not meet the criteria for renewal as listed in its contract, the school will be non-renewed.
2. Once a decision is made to non-renew the notice of non-renewal is sent from the Legal Department on behalf of St. Aloysius, no later than January 15 of the year in which the contract will be non-renewed.



3. All schools shall be offered the opportunity to respond to the non-renewal notice within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.
 - a. If the School requests an informal hearing, CSS Executive Team and President will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
 - i. Factors that the Executive Team will consider include but are not limited to: instituting a turnaround model with an experienced operator, future education initiatives, other factors affecting the school's academic, operational/organizational and/or fiscal performance.
 - b. Members of the Executive Team shall use the Hearing Rubric which will be used to score the hearing and submitted supplemental information.
4. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Board. The St. Aloysius Board shall make a final determination to rescind the non-renewal or continue with closure of the school.
5. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to not renew the contract. CSS appropriately notifies the school, and DEW within fourteen (14) days of the final decision and maintains records of the communications to comply with sponsor and statutory requirements. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
6. The Legal Department designee will send correspondence to the school, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Department of Education & Workforce Suspension and Closing Assurance form and a Sample Parent Letter and will monitor to ensure the Closure Plan is being followed and all documents are being received as outlined in the Closure Checklist.
7. The Legal Department will ensure the school's families were notified of the non-renewal no later than April 15.
8. At the end of the school year or date of termination, the Legal Department works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the Closure Responsibility Table, the Closure Checklist, the Closure Plan and the Department of Education & Workforce Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.



9. The Legal Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Legal Department and/or the relevant subject matter expert.

DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL NON-RENEWAL PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S:\Sponsor Contract Renewals

DOCUMENT HISTORY

Orig. Date May 2012
Rev. Date March 2017
Rev. Date September 2018
Rev. Date September 2019
Rev. Date April 2020
Rev. Date June 2022
Rev. Date October 2022
Rev. Date June 2023
Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team Date: 06/21/2023

Approved By: President David L. Cash, Jr. Date: 06/21/2023

With final approval as of the date that the President signs the COMMUNITY SCHOOL NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL NON-RENEWAL PROCESS may be implemented.



STANDARD OPERATING PROCEDURE 3.06

PROCEDURE TITLE: Community School Termination Process

Department: Legal Department

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2024

PURPOSE

The COMMUNITY SCHOOL TERMINATION PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Department of Education and Workforce. The process also ensures that, if a terminated school does not close but rather is awarded a contract by DEW or a different sponsor, all requirements are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION PROCESS is used to guide all schools from the point of a termination decision through to closure and applies to all staff involved in the termination process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION PROCESS begins with an evaluation of concerns reviewed by the CSS Executive Team.
2. Conditions that may trigger consideration of termination include but are not limited to:
 - a. Violation of rule and/or law
 - b. Violation of community school contract
 - c. Excessive decrease in enrollment
 - d. Financial instability
 - e. Organizational/Operational deficiencies
 - f. Failure to respond to reasonable requests from sponsor



- g. Failure to adequately address deficiencies from the school after being placed on probation
 - h. Failure to make adequate academic progress or meet local report card measures
3. Documentation noting conditions that may trigger termination may include, but are not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Department of Education and Workforce or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective action plans
 - h. Email correspondence with sponsor or CSS
 - i. Probation notices
 - j. At-Risk for Closure List as provided by DEW
4. If possible, a school will be placed on suspension prior to termination.
5. Additionally, internal staff will contact the school leader, management company representative (if applicable), governing authority counsel, governing authority president (collectively the “school”) and any other personnel related to the issues reported.
 - i. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - ii. The investigation is not limited to but may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, Analysis of the data is conducted internally and presented to St. Aloysius by the President or other key staff for a final determination. The St. Aloysius Board reviews the findings and recommendations of CSS and makes a decision to terminate the school.
7. Once a decision is made to terminate, the termination letter is sent from the Legal Department on behalf of St. Aloysius.
8. All schools are offered the opportunity to respond to the termination letter within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.



- a. If the School requests an informal hearing, CSS Executive Team and President will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
 - i. Factors that the Executive Team will consider include but are not limited to: instituting a turnaround model with an experienced operator, future education initiatives, other factors affecting the school's academic, operational/organizational and/or fiscal performance.
 - ii. Members of the Executive Team shall use the Hearing Rubric which will be used to score the hearing and submitted supplemental information.
9. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Board. The St. Aloysius Board shall make a final determination to rescind the termination or continue with closure of the school.
10. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to not renew the contract. CSS appropriately notifies the school, and DEW within fourteen (14) days of the final decision and maintains records of the communications to comply with sponsor and statutory requirements.

All terminated schools shall cease operation on the date established in the original termination notice after all appeals have been exhausted.
11. The Legal Department designee will send correspondence to the school, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Department of Education & Workforce Suspension and Closing Assurance form and a Sample Parent Letter and will monitor to ensure the Closure Plan is being followed and all documents are being received as outlined in the Closure Checklist.
12. At the end of the school year or date of termination, the Legal Department works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the Closure Responsibility Table, the Closure Checklist, the Closure Plan and the Department of Education & Workforce Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.
13. The Legal Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Legal Department and/or the relevant subject matter expert.



DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL TERMINATION PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S:\Closed-Suspended-Reassigned Schools:\Closed Schools

DOCUMENT HISTORY

Orig. Date June 2024

REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION PROCESS may be implemented.



STANDARD OPERATING PROCEDURE 3.07

PROCEDURE TITLE: School Closure Process

Department: ALL

Proposed by: Director of Government Relations

Effective Date: 03/01/2015

PURPOSE

The purpose of the SCHOOL CLOSURE PROCESS is to provide a written policy and procedures that goes beyond the Department of Education and Workforce language and the statutory language for overseeing school closure. This process includes, but is not limited to, a plan of action for schools closing prior to the end of the school year or due to financial difficulties, procedures for timely notification to parents, orderly transition of student records, disposition of school funds and assets and submitting closing assurances and other documentation that may be required by the Department of Education and Workforce guidance.

SCOPE

The SCHOOL CLOSURE PROCESS applies to all Charter School Specialists staff involved in the closure of a sponsored community school.

PROCEDURE

1. The Legal Department will identify schools that will be closing for the current school year based on non-renewal, termination, statutory required closure, or voluntary school closure.
2. If a school experiences financial difficulties or plans to close prior to the end of the current school year, CSS staff may take over operation of the school to enable the school to complete the current school year.
 - a. At the end of the current school year the Legal Department shall institute the closing procedures listed below.
3. The Legal Department shall provide to the governing authority DEW's community school current suspension and/or school closing procedures, its Closure



Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, and a Sample Parent Letter (“Closure Documents”). The sample parent letter shall include a list of similar area schools and reference to the Department of Education and Workforce’s website that can be used to locate other school options, local report card data, graduation information and Ohio’s Learning Standards and Ohio State testing information.

4. The Legal Department shall develop and review annually an internal closure guidance document which may be shared with the schools in conjunction with the Department of Education and Workforce’s suspension and closing procedures.
5. The Legal Department shall review the most updated guidance provided by the Department of Education and Workforce and statutory requirements and verify that no additional items need to be added to the CSS Closure Documents. This review will be documented in a memorandum that the procedures were reviewed.
6. The Legal Department will develop an internal school closure plan specific to each school with a defined timeline that includes an orderly transition of student records, disposition of school funds and assets (which may include auction, inventory or donation) and procedures for parent notification.
7. The internal school closure plan will also have assigned duties and expectations for stakeholders.
8. The Legal Department shall provide technical assistance on the closure process for all stakeholders, including but not limited to school governing authority, school staff, management company, school treasurer, and parents of students that attended the school.
9. The closure process includes:
 - a. Providing community school suspension and closing procedures to all stakeholders, including but not limited to: communication with parents, providing lists of area schools, web resources, scheduling of the final FTE audit with the Department of Education and Workforce, student record disposition procedures, scheduling an audit with the Auditor of State, procedures for transitioning teachers and staff, developing a plan in the event teachers or staff leave prior to the end of school year, forming support networks, requirements for governing authority members; and
 - b. Collecting closure status report documents; and
 - c. Emails and other communication for follow-up on closing procedures; and
 - d. Providing procedures for box labeling of school records and high school records; and
 - e. Guidance for disposition of assets, including prioritizing payments to vendors, inventorying assets, distribution plan, notification of auction (if



applicable), donation of assets (if applicable) and ensuring STRS and SERS contributions are complete.

10. The Legal Department shall regularly review all elements of the Closure Documents and work closely with the Governing Authority, Operator/Management Company (if applicable), school staff and school treasurer to ensure all required elements are being implemented. Reviews and requests for additional documents, as needed, will be conducted a minimum of two times per month throughout the closure process by the Legal Department.
11. The Legal Department shall provide guidelines to the school governing authority, school staff, management company (if applicable) and school treasurer regarding completion of the Closure Documents
 - a. The Legal Department shall review and submit the completed suspension and closing assurances template via Epicenter on the schedule prescribed by DEW.
12. The Legal Department shall monitor the closure following the Closure Documents and ensure timely and thorough completion of all elements. Any deviation regarding the timeliness or completeness of any element in the process shall be reported to the President.
13. At the conclusion of the SCHOOL CLOSURE PROCESS, the Legal Department shall communicate with all stakeholders and provide all required documentation to DEW, the Ohio Auditor of State and other entities impacted by the closure of the school. The Legal Department will establish a goal of completing all closure tasks and submit final documentation within 60 days of receipt of the final closing audit conducted by the Auditor of State.
14. The SCHOOL CLOSURE PROCESS shall promote:
 - a. The immediate priority of assisting students and their families in maintaining an effective educational environment, including the selection of new schools and the transfer of necessary student records;
 - b. Supporting school staff in the transition;
 - c. Securing school property;
 - d. All required reporting; and
 - e. Maintaining transparent communication with all stakeholders throughout the process.



DOCUMENTATION / VERIFICATION

Location of documentation:

S:\Closed-Suspended-Reassigned Schools\Closed Schools\Closures FY\School Name

Supporting documentation included with this process:

1. DEW Community School Suspension and Closing Procedures
2. Model letters and notifications
3. NACSA Accountability in Action: A Comprehensive Guide to School Closure
4. Document retention schedule
5. Training Materials
6. Sample Email Communication
7. Sample Parent Letter
8. CSS Internal Closure Procedures – Non Renewals
9. CSS Internal Closure Procedures – Voluntary Closure
10. Closure Responsibility Table

DOCUMENT HISTORY

Orig. Date March 2015
Rev. October 2015
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. November 2022
Rev. June 2023

REVIEW AND APPROVAL

Reviewer of the SCHOOL CLOSURE PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The SCHOOL CLOSURE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.01

PROCEDURE TITLE: Comprehensive Onsite Review Process

Department: ALL

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2013

PURPOSE

The COMPREHENSIVE ONSITE REVIEW PROCESS provides guidance for conducting onsite reviews (beyond the monthly enrollment and financial reviews) at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session, which include an examination and collection of the school's data relevant to compliance with all applicable laws, rules, contractual obligations, and academic performance measures. Additionally, the COMPREHENSIVE ONSITE REVIEW PROCESS provides consistency for the review of school documentation and the report (beyond the monthly financial and enrollment report) provided to each school after each site visit.

The process includes five primary component processes: OPENING ASSURANCES PROCESS, ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS, ONSITE ASSISTANCE REVIEW PROCESS, COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS and SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS. Each component process will follow the same review steps to ensure consistency across the different departments and CSS staff completing the process. Each component process will also provide the goal of the visits and prescribe strict adherence to a specific set of actions (i.e., procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting on-site reviews.

SCOPE

The COMPREHENSIVE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all employees who conduct or support on-site reviews.



PROCEDURE

The COMPREHENSIVE ONSITE REVIEW PROCESS commences prior to the start of the school year and is as follows:

1. All staff participating in on-site reviews will ensure that the processes below, as they are components of the overall on-site review process and monitoring responsibility of Charter School Specialists and St. Aloysius, are completed in accordance with the specific SOP written for each component, as well as in accordance with the steps noted below.
 - a. Opening Assurances Process
 - b. Annual Compliance Onsite Review Process
 - c. Special Education Monitoring and Onsite Review Process
 - d. Onsite Assistance Review Process
 - e. College and Career Readiness Monitoring and Onsite Review Process
2. Prior to beginning the on-site reviews:
 - a. The responsible department reviews changes in all applicable laws, rules, contractual obligations, academic performance measures and stakeholder input necessary to update the data collection tools.
 - b. The responsible department shall review the on-site visit summary template from the previous year and prepare a draft incorporating all suggested changes.
 - c. The responsible departments will work together to prepare assignments and timelines prior to August 15 to ensure that on-site reviews are conducted at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session.
 - d. The responsible departments will meet throughout the year to review the status of the site visit assignments and completion.
 - e. All team members assigned to conduct on-site reviews will follow the processes outlined in the standard operating procedure that guides their on-site reviews.
 - f. As team members schedule their onsite or virtual reviews, they will input the dates of scheduled visits into the CSS Site Visit Tracker spreadsheet and post all visits on the CSS shared calendar.
 - i. All Site Visits for the 1st half schools will be scheduled by September 30th. All Site Visits for the 2nd half schools will be scheduled by January 31.



- ii. As changes are made to onsite review dates, each team member will update the CSS Site Visit Tracker spreadsheet providing the new onsite review date.
- iii. Any team member making changes to site visit dates should make changes as “suggestions” or “tracked changes” in the spreadsheet.
- iv. Once a site visit has been completed, the team member that attended the site visit will indicate the date the site visit was completed on the spreadsheet. If the site visit consists of multiple visits, then the date the site visit was completed is the day of the last site visit for that half of the school year.
- v. The School Improvement Program Assistant will update the monthly At-A-Glance report with the new date,

DOCUMENTATION / VERIFICATION

Documentation is saved according to the specific SOP.

DOCUMENT HISTORY

Orig. Date 2011
Rev. June 2012
Rev. June 2013
Rev. February 2015
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. April 2021
Rev. August 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the COMPREHENSIVE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMPREHENSIVE ONSITE



REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.02

PROCEDURE TITLE: Opening Assurances Process

Department: Compliance

Proposed by: VP Sponsorship Operations

Effective Date: 06/21/2013

PURPOSE

The OPENING ASSURANCES PROCESS provides for consistency in review of school documentation necessary to establish and maintain school's compliance with all applicable laws, rules, contractual obligations, academic performance measures and opening assurance guidance as prescribed by the Ohio Department of Education.

SCOPE

The OPENING ASSURANCES PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff involved in the opening assurance visits.

PROCEDURE

The OPENING ASSURANCES PROCESS follows this process and timeline:

1. All opening assurances forms will be submitted to DEW via Epicenter as required by DEW. Schools that are opening for the first time, opening a new facility except for e-schools, or are new to St. Aloysius will complete opening assurances including on-site visits according to the timeline below.
2. All other schools will be required to submit documents required in the annual opening assurances, that will include virtual reviews, but the DEW Opening Assurance document is not required to be completed or submitted.



May	The Compliance Department to prepare timeline, DEW provided opening assurances document, staff roster template for schools, instructions for staff to complete assurances process, and individual assignments for assurances.
May	The Compliance Department to obtain approval from President or designee to distribute documents listed above.
May/June	Staff Training for those completing opening assurances reviews.
June-September	CSS staff must contact their assigned schools, and management company if appropriate, to schedule a day for opening assurances visits/reviews.
As appropriate prior to visit date	CSS staff must also fill out the DEW provided opening assurances document prior to the visit. Required data for each school is obtained by going into the OEDS-R system via https://oeds.ode.state.oh.us/SearchOrg and entering the school's name. The IRN, address, OEDS-R admin, treasurer and superintendent and contact information is pulled from this system. Verify accuracy of information listed in OEDS-R with the school leader when you are on-site at the opening assurances visit and make any changes necessary to reflect what is entered in OEDS-R.
Minimum 15 business days prior to deadline to submit	All opening assurances visits are to be conducted and documented by the assigned CSS staff indicating any required follow up items.
Minimum 13 business days prior to opening date	Opening Assurances are followed up on and finalized by individual CSS staff with their respective schools. CSS Staff finalizes the form and sends it to the Director of Special Projects to log that it was received.



<p>Minimum 12 days prior to opening day</p>	<p>The Compliance Department saves the forms on the shared drive under opening assurances\SY\Review. The Compliance Department reviews the forms and verifies it against OEDS-R and makes any necessary changes after conferring with the CSS staff or returns it to the CSS Staff to make corrections. Once the form has been reviewed and verified for accuracy the Compliance Department renames the assurance document with the naming convention that ODE specifies and saves it on the shared drive (opening assurances\SY\final. The Compliance Department logs the date the document was finalized.</p>
<p>Minimum of 11 days prior to school opening</p>	<p>The Compliance Department does final review and uploads Opening Assurances documents to DEW via Epicenter, as detailed by DEW and logs the date it was uploaded into Epicenter for new schools and annexes. School remodeling assurances are saved but not required to be uploaded to DEW.</p>
<p>Prior to school opening</p>	<p>The Compliance Department or designee will send out confirmation emails with the appropriate school's signed opening assurances attached to school leaders, management companies and boards verifying that the opening assurances have been completed and submitted on behalf of the school.</p>
	<p>If the school does not comply with necessary requirements and/or if deadlines above are not met, the President will determine the appropriate course of action. The required course of action will be communicated to the school and DEW through the President, the Legal Department or CSS staff assigned to the school depending on the issue and urgency. If all criteria are not met, the opening day may be delayed for the school. This will result in the Compliance Department verifying the number of days and hours of instruction and ensure that a revised calendar is submitted prior to the new opening date.</p>



DOCUMENTATION / VERIFICATION

All opening assurances documents will be saved as final with the DEW required naming convention, as proofed and confirmed as accurate under our Shared Drive as follows:

Location of documentation:

S:\OPENING ASSURANCES

S:\ OPENING ASSURANCES\ SY\ FINAL

File Naming convention: Files will be saved according to DEW's naming convention requirements, which may change year to year.

DOCUMENT HISTORY

Orig. Date May 2011

Rev. May 2012

Rev. June 2013

Rev. May 2014

Rev. Oct 2014

Rev. March 2017

Rev. October 2018

Rev. August 2019

Rev. July 2022

Rev. June 2023

Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the OPENING ASSURANCES PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The OPENING ASSURANCES PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.03

PROCEDURE TITLE: Annual Compliance Onsite Review Process

Department: Compliance Department

Proposed by: VP Director of Sponsorship

Effective Date: 09/01/2013

PURPOSE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS provides for consistency in review of school documentation necessary to maintain the school's compliance with all applicable laws, rules, and applicable contractual obligations. The goal of the annual compliance on-site review visits is to assist schools in achieving overall compliance in all areas.

SCOPE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all CSS staff conducting reviews.

PROCEDURE

The ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS is conducted according to the following procedures:

1. The Compliance Department will finalize and distribute all applicable on-site review tools and provide training to CSS staff and schools prior to annual compliance on-site review.

The ANNUAL COMPLIANCE ON-SITE REVIEW shall consist of a virtual meeting to review compliance documentation and an onsite file review. Each school will receive a virtual review of compliance documents and an on-site file review, in either the first half or the second half of the school year in coordination with the School Improvement Team's OAR schedule. The School Improvement Team and Compliance Department will coordinate to ensure each



school has an on-site visit in each half of the school year. CSS staff completing the reviews will coordinate with the school leadership to collect all the necessary compliance documents noted in the Fall/Winter Review spreadsheet. After completing a desk review of the compliance documentation, the CSS staff will follow-up with questions or request additional documentation needed resulting from the desk review.

1. CSS staff will review the school's previous year's annual compliance on-site review documentation, which includes relevant policies and procedures, inspections, and other documentation required to show the school's overall compliance with all rules, laws and applicable contractual obligations and compare to the school's current documentation. If the documentation has changed from the previous year, CSS staff will collect new documentation electronically.
2. Assigned CSS staff will complete an on-site file review with the school. Upon arrival at the school, CSS staff will meet with the school administrator/principal and other relevant staff to review the procedures for data collection. During the ANNUAL COMPLIANCE ON-SITE REVIEW:
CSS staff review the school's compliance and collects data relative to all rules, laws and applicable contractual obligations as provided in the compliance spreadsheets, staff roster, and student files.
 - a. CSS staff reviews a sample of general education student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
 - b. CSS staff reviews a sample of special education student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
3. During the on-site review, CSS staff shall interview and collect data from at least three stakeholder groups, including but not limited to: the school administrator/principal, academic coaches, administrative staff, EMIS personnel, school support staff, intervention specialists, career advisor, the school's governing authority members, students, parents, treasurer, management company staff, board counsel, etc.
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewer should use compliance spreadsheets, staff roster and/or student records checklist to guide questions.



school leader/principal, governing authority legal counsel and management company representative (if applicable), and the CSS Office Manager to be included in the school's next board meeting documentation, as a part of the Annual Compilation report

- a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
 - i. If an area needing improvement is identified, the school shall receive a corrective action plan (CAP) per the Intervention Process which will include the steps or time frames for resolving the deficiency.
 - ii. The Compliance Department will request relevant status updates from the school regarding its progress in resolving the deficiency.
 - iii. The Compliance Department and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iv. The Compliance Department will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION/VERIFICATION

All ANNUAL COMPLIANCE ONSITE REVIEW PROCESS documents will be saved as working copies and will be saved as distribution copies when available for proofing. Once the assigned staff member uploads to the distribution folder on the Shared drive, the Compliance Department will verify accuracy and consistency in formatting. The Compliance Department will resave the final versions to an annual compliance assessment process folder identifying the school's name on each Excel and PDF file.

Location of documentation:

S:/SITE VISITS

DOCUMENT HISOTRY

Orig. Date May 2012
Rev. September 2012
Rev. September 2015



Rev. February 2016

Rev. March 2017

Rev. October 2018

Rev. August 2019

Rev. July 2022

Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated



STANDARD OPERATING PROCEDURE 4.04

PROCEDURE TITLE: Special Education Monitoring and Onsite Review Process

Department: Compliance

Proposed by: Vice President, Special Ed. Services

Effective Date: 10/01/2013

PURPOSE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is a critical component of education in all of Ohio's community schools. Students with special needs, ranging from the mildest to the most severe disability, require individualized instruction and accommodations. CSS compliance and special education staff monitors the school's special education programs, services, data reporting and documentation, to assess the school's compliance with all applicable rules, laws and contractual obligations.

The intended purpose of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is to ensure that there is consistency in the process for review and monitoring of individual schools' contracts for special education programs and services. CSS' goal is to provide expertise and guidance to partner schools to ensure accuracy in data reporting and effective utilization of funding for all special education services. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS works in conjunction with the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS applies to all CSS partner schools and CSS special education staff.

PROCEDURE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS consists of two primary processes; first, a school's compliance with required policy and procedure will be evaluated as a part of the annual compliance review and student file review (Annual Compliance Onsite Review Process) conducted by CSS Compliance Coordinators. Second, specific technical assistance and in-depth



reviews will be conducted by the Director of Special Education Program Compliance on an as needed basis. Should an in-depth review be deemed necessary as a result of the Compliance Coordinator's review of special education files, collection of policy/data, observation of procedure or process, etc. that needs additional review or assistance, the in-depth review is conducted according to the following procedures:

1. The CSS Director of Special Education Program Compliance in coordination with the Chief Compliance Officer will finalize and distribute all applicable onsite review tools prior to compliance review visits.
2. Upon arrival at the school, CSS Director of Special Education Program Compliance will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
 - a. CSS Director of Special Education Program Compliance will review the school's compliance with and collect data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan.
 - i. CSS Director of Special Education Program Compliance collects data relative to the school's calendar, special education student files, and policies and procedures related to: Free and Appropriate Public Education (FAPE), Multiple Tiers of Student Support, Section 504 of the American With Disabilities Act, and Student with Limited English Proficiency.
 - ii. CSS Director of Special Education Program Compliance reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
 - iii. Specific data collected from in-depth reviews will be stored on the shared drive in the appropriate folder under the Special Education folder in Special Education Monitoring and Onsite Review Process In-depth Reviews folder per year.
3. During the on-site review, CSS Director of Special Education Program Compliance may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewers should use the school's calendar, policies and procedures and student files to guide questions.



- ii. Reviewers should consider requirements in all applicable special education rules, laws and contractual obligations, policies, procedures, and student files during the interview.
 - iii. If interviewing an intervention specialist in the classroom, interviews should be as least disruptive as possible and should not take away from instructional time.
4. CSS special education staff do not generally conduct classroom observations.
5. CSS Director of Special Education Program Compliance and compliance staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
6. CSS Director of Special Education Program Compliance shall provide PD opportunities for all schools as a part of specific technical assistance at least 3 times a year.
7. CSS Director of Special Education Program Compliance shall collect current special education ratio data (intervention specialists to students with disabilities) by the end of November each year.
8. CSS Director of Special Education Program Compliance shall be available for all in-depth reviews of special education programs if compliance coordinators deem assistance is necessary as a result of any on-site review.
9. CSS Director of Special Education Program Compliance will prepare a summary report regarding the implementation of special education programming for each school by May 15. The summary report will be included in an annual compilation of reports to be sent to each school.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
 - i. In accordance with the Corrective Action Plan SOP, if an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS special education staff and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
10. In accordance with DEW timelines (currently October 31), CSS special education staff shall collect and review the Sponsor Special Education Annual Report for each school. The Special Projects Director will upload the reports to DEW.



DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/Special Education/[Year]SPED Compliance

DOCUMENT HISTORY

Orig. Date October 2013

Rev. Date March 2017

Rev. Date February 2018

Rev. Date October 2018

Rev. Date April 2021

Rev. Date June 2022

Rev. Date June 2023

Rev. Date June 2024

REVIEW AND APPROVAL

Reviewers of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.05

PROCEDURE TITLE: Onsite Assistance Review Process

Department: School Improvement

Proposed by: General Counsel

Effective Date: 05/15/2015

PURPOSE

The ONSITE ASSISTANCE REVIEW PROCESS, herein known as “OAR”, provides for consistency in review of charter faithfulness, education plan implementation (determined by classroom observations and discussion with the school leadership), school improvement plan, and sponsor recommendations necessary for a sponsored school to establish and maintain compliance with contract, rule and law. Additionally, the OAR will assess areas of technical assistance needed by the school and offer technical assistance and professional development as necessary. The process works in concert with the TECHNICAL ASSISTANCE PROCESS and the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The OAR is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff visiting schools and conducting OARs.

PROCEDURE

The procedure includes the following steps:

1. The School Improvement Department will select at least one (1) school improvement team member to conduct an OAR for each CSS partner school sponsored by St. Aloysius.
 - a. One (1) staff member will be assigned by the Vice President of School Improvement or designee to be the lead OAR school contact.
 - b. A second staff member may be assigned to accompany the lead team member if the school has had significant academic or operational challenges in the past.



2. The School Improvement Department will create an OAR school assignment spreadsheet and note whether the OAR on-site visit must be completed in the first half of the year or the second half of the year. This spreadsheet shall be titled the Site Visit Tracker Spreadsheet and shall be shared with the other departments no later than July 31st.
3. The School Improvement Department will provide a training to all CSS staff conducting OAR visits and provide shadowing opportunities for new team members.
4. The School Improvement Department will draft an email to send to schools and governing authorities regarding the OAR process.
5. The school improvement assigned lead will contact the school via email to schedule a visit date for conducting the OAR. All 1st half OARS will be scheduled no later than September 30 and all 2nd half OARS will be scheduled no later than January 31. The school improvement assigned lead will note the scheduled visit date for all OARs on the Site Visit Tracker Spreadsheet.
6. The OAR rubric will be included as an attachment to the email for school leader(s) and governing authority president review. School improvement members that will be attending the OAR visit shall review, at a minimum, the following information prior to conducting the OAR at the school:
 - a. Any documentation related to 6.4 Accountability and the school's One Plan found in each school's designated folder on the CSS shared drive under School Improvement Team (SIT);
 - b. Review documentation related to 6.4b intervention reports located in each school's individual folder found on the CSS shared drive under School Improvement Team (SIT);
 - c. Review each school's contract attachments 6.3, 6.4 and 6.5 and any other information related to curriculum, instructional delivery methods, resources and materials, prevention/intervention plan, continuous improvement and professional growth, and the assessment plan found in Google and the shared drive under each school's folder;
 - d. The school's most recent local report card found on the Department of Education and Workforce website;
 - e. The school's previous local report cards to document any trends that may require additional technical assistance.
7. One (1) day before the visit, the lead school contact shall send a reminder to the principal confirming the visit.
8. CSS staff will review the school's compliance with the school leader and collect data relative to all rules, laws and applicable contractual obligations as provided in the school's education plan.



9. During the on-site review, CSS staff may observe, and must interview and collect data from at least three stakeholder groups including but not limited to: the school administrator/principal, academic coaches, administrative staff, EMIS personnel, school support staff, intervention specialists, career advisor, the school's governing authority members, students, parents, treasurer, management company staff, board counsel, etc.
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should note strengths and weaknesses relative to areas on the OAR rubric as well as any areas for improvement;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewers should refer to/compare observations to requirements in charter language, education plan, One Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewers should consider requirements in charter language, education plan, School Improvement Plan and/or One Plan, policy, procedure, or rule/law to guide interview follow-up.
 - c. Dropout recovery schools will have an OAR rubric that focuses on college and career opportunities for students. The OAR process for DOPR schools and overview will be overseen by the Director of College and Career Readiness in accordance with College and Career Readiness Monitoring and Onsite Review Process. The visitation, interview, and observation process will follow the same procedures as the K-12 OAR process listed above.
10. Preliminary OAR findings will be discussed by assigned staff members with the school leadership team at the time of the visit or after completion of the draft OAR report.



11. The lead staff member is responsible for collecting all preliminary findings and creating a site visit report to share with the school principal and board. The lead staff member will complete the site visit report within thirty (30) days of the site visit and notify the School Improvement Program Assistant, however if there are multiple locations, the lead staff member will submit all of the site visit reports together to the School Improvement Program Assistant within thirty (30) days of the last completed site visit for all facilities.
12. The school will have no more than ten (10) days to conduct the review. If there are no comments submitted within ten (10) days, then it is presumed that there are no corrections.
13. CSS staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
14. The School Improvement Department will have a standing meeting agenda item on the regularly scheduled department meeting to discuss areas of concern identified during recently completed OARS to identify recommendations for technical assistance.
15. The Vice President of School Improvement will review the site visit reports before notifying the School Improvement Program Assistant they are ready for distribution.
16. The School Improvement Program Assistant will review the document for grammatical mistakes and formatting problems and make any necessary revisions.
17. The School Improvement Program Assistant will upload the final OAR reports to board members, the school leader, operator representatives, legal counsel, and other stakeholders that may be deemed appropriate prior to the next board meeting but no later than sixty (60) days from completion of the OAR visit.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and request relevant status updates from the school.
 - ii. CSS staff conducting the visit and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS staff will also review areas needing improvement and determine if technical assistance should be provided to the school.



18. The School Improvement Program Assistant shall copy the Office Manager who will prepare and distribute the material to the CSS representative to review at the next board meeting. The CSS representative attending the next scheduled board meeting will review the OAR report cover page with the board members on behalf of the Sponsor.
19. A survey will be sent to the board and the school principal with each final OAR report to gather data to improve the OAR process and provide assistance in determining the professional development and technical assistance needs of the school.
20. Annually, the SIT will meet to conduct a needs assessment, make recommendations to improve the OAR process and report for the upcoming year the determined professional development needs of schools, set technical assistance priorities for CSS partnered schools and allocate resources.

DOCUMENTATION / VERIFICATION

All OAR documents will be saved as final with the ODE required naming convention, proofed and confirmed as accurate under the Shared Drive as follows:

Location of documentation:

S:\ONSITE ASSISTANCE REVIEW SY\SCHOOL FOLDER

DOCUMENT HISTORY

Orig. Date May 2015
Rev. February 2016
Rev. March 2017
Rev. March 2018
Rev. November 2018
Rev. August 2019
Rev. October 2020
Rev. September 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the ONSITE ASSISTANCE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President David L. Cash, Jr.

Date: 06/21/2024



The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ONSITE ASSISTANCE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 4.06

PROCEDURE TITLE: College and Career Readiness Monitoring and Onsite Review Process

Department: School Improvement and Compliance

Proposed by: Director of College and Career Readiness

Effective Date: 03/28/2017

PURPOSE

The purpose of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is to ensure that all CSS sponsored schools are providing each student with a high-quality college and career program consistent with rule, law and the community school contract. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is used to review and monitor each sponsored school's compliance with statute and contract in the areas including but not limited to Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus. CSS will provide expertise and guidance to schools to ensure policies are approved and programs are in place for students to have the opportunity to acquire the necessary knowledge, skills, and abilities for future success. CSS will ensure schools effectively utilize funding received by the state for these services.

SCOPE

The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS applies to CSS staff who conduct college and career readiness monitoring and onsite reviews and all St. Aloysius sponsored schools that offer career technical education, graduation pathways, career advising and college credit plus.

PROCEDURE

1. The College and Career Readiness Monitoring and Onsite Review Process consists of two primary reviews; the compliance review by the compliance department, and the onsite assistance review of the CCR education plan by the



Director of College and Career Readiness or another member of the School Improvement Team.

2. CSS Compliance Department staff will include all questions regarding college and career requirements on the compliance spreadsheet and conduct the compliance review in accordance with the Annual Compliance Onsite Review Process.
3. Upon arrival at the school, CSS Compliance Department staff will inform the administrator of the visit and meet with the school's Career Advisor to review the procedures for data collection.
4. CSS compliance staff will review the school's compliance with and collect data relative to all college and career readiness rules, laws and applicable contractual obligations as provided in student files and the school's education plan.
 - a. CSS Compliance Department staff collect data relative to the school's calendar, student files, and policies and procedures related to: Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus.
 - b. CSS Compliance Department staff review a sample of student files to ensure accurate documentation for students relative to all high school graduation rules, laws and applicable contractual obligations.
5. The onsite assistance review of the CCR education plan will be conducted either by the Director of College and Career Readiness or another member of the School Improvement Team. The CCR onsite assistance review is intended to (1) ensure the school is implementing the education program described in the education plan in the charter agreement and (2) identify areas of support the Director of College and Career Readiness can provide in order to help make the school successful in their program implementation. The Director of College and Career Readiness may meet with school operator leadership and regional staff to collect information about a network of schools and determine a strategy for onsite reviews. During the on-site review, CSS college and career readiness director or school improvement staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;



- iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewers should consider requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.
 6. The CSS Director of College and Career Readiness will visit all schools that offer CCR (usually grades 9-12) and may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
 7. After all data has been collected, the Director of College and Career Readiness will send a final college and career readiness on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. Director of College and Career Readiness and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. Director of College and Career Readiness will also review areas needing improvement and determine if technical assistance should be provided to the school.



DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/COLLEGE AND CAREER READINESS

Naming Convention:

- Year+School+Document+Date
- Ex: COLLEGE AND CAREER READINESS/2017-2018/ABC School/Review

Supporting documentation included with this process:

1. College and Career Readiness Compliance Review

DOCUMENT HISTORY

Orig. Date April 2017

Rev. November 2018

Rev. June 2023

REVIEW AND APPROVAL

Reviewers of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed by: Management Team:

Date: 06/30/2023

Approved by: President David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 5.02

PROCEDURE TITLE: ODDEX School Calendar Review Process

Department: Compliance

Proposed by: Compliance Department

Effective Date: 07/01/2013

PURPOSE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS provides for initial review and approval of school calendars, to verify that each school is scheduled to meet and/or exceed the minimum number of instructional hours per year, and to ensure that the school has an adequate daily schedule as required.

The PROCESS provides for a sponsor review and approval of each school's ODDEX calendar to ensure accuracy of the calendar being uploaded into the system by the school's EMIS/SOES designee.

SCOPE

The ODDEX SCHOOL CALENDAR REVIEW PROCESS applies to the Compliance Department that is responsible for ensuring calendar sufficiency and compliance for all CSS partner schools contracted with St. Aloysius.

PROCEDURE

The procedure includes, but is not limited to the following tasks and responsibilities:

1. The Compliance Department distributes to all schools a request for the calendar and bell schedule to be submitted for review and approval. The request is sent out in mid-April to all schools with reminders emailed to schools who have not submitted the documents by the required date.
2. Once received, the Compliance Department reviews the calendar and daily schedule to ensure that the school is in session for at least the minimum number of hours required by statute and that it matches the ODDEX calendar. The



Compliance Department will review by June 30th for DOPR schools and by July 30th for all K-12 schools.

- a. If the calendar and/or daily schedule are not accurate, an email with explanation is sent to the school requesting revised documents.
3. Additionally, the Compliance Department monitors calendars throughout the year and responds to inquiries as necessary.
4. If changes are needed, modifications are presented, reviewed and approved/disapproved by the Compliance Department, who maintains communication between DEW and the school.

DOCUMENTATION / VERIFICATION

ODDEX school calendar documentation is maintained by the Compliance Department and accessed on the S drive as follows:

Location of documentation:

S:/CALENDARS

Supporting documentation included with this process:

1. Email requests and reminder for profile and calendar submission
2. Sample follow up communication

DOCUMENT HISTORY

Orig. Date June 2013

Rev. October 2015

Rev. April 2017

Rev. November 2018

Rev. June 2023



REVIEW AND APPROVAL

Reviewer of the SOES PROFILE & SCHOOL CALENDAR REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 06/30/2023

Approved By: President: David L. Cash, Jr.

Date: 06/30/2023

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ODDEX SCHOOL CALENDAR REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 5.06

PROCEDURE TITLE: Enrollment and Attendance Monitoring Process

Department: Legal Department

Proposed by: General Counsel

Effective Date: 03/15/2018

PURPOSE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS ensures that all enrollment and attendance data for St. Aloysius schools is being reported timely and accurately to the sponsor and the Ohio Department of Education. This also ensures that information is available for the Ohio Auditor of State, Ohio Department of Education or other stakeholders.

SCOPE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS applies to the Office Manager, Treasurer and all CSS staff attending governing authority meetings and completing on-site visits.

PROCEDURE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS begins at the start of each school year and is initiated and monitored by the Office Manager.

1. In August/September of each school year the Office Manager sends an email and link to an online folder containing the spreadsheet and folders for supporting documents to all school leaders, principals, superintendents, and management company personnel providing details about what information needs to be included in the school's enrollment and attendance report, a date to perform each enrollment and attendance count, a link to the training on HB 410 and a due date for submission of each count to CSS.
 - a. Count dates will be in September and October.



- b. If a school is closed on the day of a required count, it may change the date the count will be conducted.
2. The Office Manager prepares an internal spreadsheet which captures the following information for each school:
 - a. Enrollment
 - b. Attendance
 - c. Attendance Rate
 - d. Lunch Count, if applicable
 - e. Sign-in and Sign-out Sheets, if applicable
 - f. Chronic absenteeism rate from the report card when released from DEW.
 - g. If the School is required to develop the One Plan based on the report card GAP indicator related to chronic absenteeism this will be collected with the intervention letter if applicable.
3. All documents received from the schools are reviewed and the data is logged on the internal spreadsheet.
 - a. Reminders are sent to the responsible school personnel for submission of the student counts if the reports are not received by the due date.
4. The Office Manager divides the attendance counts by the enrollment counts that were submitted by the school to determine attendance percentage rate.
5. The Office Manager shall prepare a Low Attendance spreadsheet of schools that meet the following requirements and share with the General Counsel or designee:
 - a. DOPR (Drop-out Prevention and Recovery) schools with attendance percentage rates lower than 25% for two (2) reporting periods.
 - b. Traditional community schools with an attendance percentage rate of 89% or less for two (2) reporting periods. If the school does not submit required documentation for two (2) reporting periods, the Office Manager shall notify the General Counsel or designee.
 - c. The Management Team shall review the Low Attendance spreadsheet at its next scheduled meeting.
6. If applicable, the Director of Compliance or the Vice President of School Improvement shall assign a CSS representative based on availability and proximity to visit the schools listed on the Low Attendance spreadsheet and collect documentation related to attendance.
 - a. At the visit, the CSS representative will collect documentation showing current days attendance rate.
7. After the visit has taken place, the CSS Representative shall notify the Office Manager of the results of the attendance review via email.



8. Office Manager shall update the Low Attendance spreadsheet and submit to General Counsel for review. If the discrepancy is confirmed (i.e. the attendance rate is below 25% for DOPR schools or 89% for traditional schools) after the visit, the Legal Department shall send the school an intervention letter regarding attendance rates.
9. If the school fails to increase its attendance rates, the school may be placed on a corrective action plan, probation or suspension as determined by the Management Team and the President (see Corrective Action Plan, Probation and Suspension Processes).

DOCUMENT/VERIFICATION

All ENROLLMENT AND ATTENDANCE MONITORING PROCESS documents will be saved in the shared drive.

DOCUMENT HISTORY

Orig Date Mar 2018
Rev. Date Nov 2018
Rev. Date Apr 2019
Rev. Date Aug 2019
Rev. Date Aug 2022
Rev. Date Jun 2023
Rev. Date Jun 2024

REVIEW AND APPROVAL

Reviewers of the ENROLLMENT AND ATTENDANCE MONITORING PROCESS are as follows:

Reviewed by: Management Team: Date: 06/21/2024

Approved by: President David L. Cash, Jr. Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. ENROLLMENT AND ATTENDANCE MONITORING PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 6.02

PROCEDURE TITLE: Monthly Enrollment, Financial Review and Foundation Overpayment Process

Department: Fiscal Department

Proposed by: Chief Financial Officer

Effective Date: 07/01/2013

PURPOSE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS supports compliance with applicable law and the monthly financial monitoring requirement for all schools sponsored by St. Aloysius. The Fiscal Operations Department is responsible for ensuring collection and review of each sponsored school's monthly financial reports to increase the knowledge and awareness of the school's financial wherewithal and stability and to comply with statutory requirements. The Fiscal Operations Department is also responsible for providing written feedback following each month's reviews including, if applicable, proactive recommendations to improve the governing authority's financial and enrollment decision making. The FOUNDATION OVERPAYMENT PROCESS ensures schools develop and comply with repayment of overpayments in foundation funds issued by DEW (this is generally known as "clawback").

SCOPE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS applies primarily to the Fiscal Department and Office Manager. All CSS Staff attending governing authority meetings may be asked to share information from the fiscal reviews with the governing authorities of St. Aloysius sponsored schools.

MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCEDURE

1. The Office Manager updates the "FTE Report" spreadsheet (Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews/FTE Charts by month) with the current month's FTEs for each school, sends it to the Executive Team and shares the spreadsheet at each staff meeting.



2. The Treasurer provides annual written communication to all new schools identifying the requirement and process for submitting financials monthly to the sponsor as required by law, including enrollment records in the form of current FTEs.
3. The Fiscal Operations Department monitors and confirms that schools make monthly submission of financial reports to the sponsor by the 15th of the following month using a dedicated email: financials@charterschoolspec.com.
4. When financial reports are received, the Treasurer saves the reports to the school's folder within the "Monthly Fiscal Reviews" folder within the Fiscal Team in Share Point. Additionally, the Treasurer documents the date the reports were received on the "Fiscal Review Workflow".
5. The Treasurer reviews the financials on a monthly basis using a summary checklist. The checklist contains predetermined financial items and data that have been identified as significant to gain insight into the financial condition of the school. The checklist includes, but is not limited to, a budget analysis (review of budget ledgers or detail general ledger) and check register analysis (transaction detail reports).
6. Upon reviewing the current FTE of the school, a reduction in 10% or more FTEs will trigger communication with the school and treasurer to discuss ways to prevent overpayment and clawback.
7. Upon the Treasurer's determination of error or necessary revisions, the Treasurer contacts the school or the school's fiscal officer within five (5) business days to obtain necessary changes or request additional information.
8. The Treasurer conducts a monthly financial review, prior to the end of the month if the school has made the submission of the financial reports to the sponsor by the 15th of the month and there has not been a determination of an error or necessary revisions by the Treasurer. Once the review is complete, the Treasurer updates the "Fiscal Review Memo Template" and "Fiscal Review Template" to reflect the current data, saves both files as a PDF in the school's folder, and saves a copy of the "Fiscal Review Template" spreadsheet. Additionally, the Treasurer documents the date the fiscal review and memo are completed on the "Fiscal Review Workflow".
9. Within ten (10) days of the review, the Treasurer emails all school treasurers and governing authority presidents a written report signed by the Treasurer confirming receipt of the required financial and enrollment information and providing feedback regarding the review. The Treasurer documents the date the written reports are sent on the "Fiscal Review Workflow".
10. When a review indicates areas of financial concern, including but not limited to, enrollment, revenue and expense fluctuations, CSS makes proactive



recommendations to the governing authorities regarding financial and enrollment decision-making.

11. The Office Manager provides a copy of the written report to the CSS sponsor representative scheduled to attend the next governing authority meeting of the school.
12. The Treasurer advises the President of concerns and reports as necessary regarding the fiscal status of sponsored schools.
13. Sponsor representatives attending governing authority and other appropriate school meetings address enrollment or financial issues as appropriate with the governing authority or management company.
14. The Fiscal Operations Department saves all financial and written reports on the shared drive.
15. Schools that fail to submit financial statements and enrollment records by the 15th of the month will have a notice sent to the fiscal officer on the 16th stating the submissions are late, and they are in violation of the sponsorship agreement and Ohio Revised Code.
16. Schools that fail to submit financial statements and enrollment records by the 22nd of the month will have a notice sent to the fiscal officer, Governing Authority and Operator, when applicable, stating that submissions are late and they are in violation of the sponsorship agreement and Ohio Revised Code and that a CAP will be initiated if not received by the end of the month.
17. Schools that submit financial statements and enrollment records late three times within the same school year will have a corrective action plan initiated.

FOUNDATION OVERPAYMENT PROCEDURE

1. Upon release by DEW, the Treasurer shall review the list of schools that received overpayment of foundation payments.
2. If a school has been identified as at risk of overpayment pursuant to step 6. of the process above, and action is not taken by the school or treasurer to prevent the overpayment, a corrective action plan may be requested.
3. If a school is on DEW's overpayment list for two or more consecutive years, additional intervention may be initiated, including: Corrective Action Plan, technical assistance, other interventions as deemed appropriate by the Treasurer and General Counsel.

DOCUMENTATION / VERIFICATION

The monthly financials and related documentation is maintained by the Treasurer and accessed on Share Point in the Fiscal Team Folder as follows:



Location of documentation:

Charter School Specialists/Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews

DOCUMENT HISTORY

Orig. Date June 2013
Rev. November 2014
Rev. February 2016
Rev. March 2017
Rev. October 2018
Rev. March 2021
Rev. October 2021
Rev. July 2022
Rev. October 2022
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewer of the MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS is as follows:

Reviewed By: Management Team

Date: 06/21/2024

Approved By: President: David L. Cash, Jr.

Date: 06/21/2024

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 11.05

PROCEDURE TITLE: Technical Assistance Process

Department: ALL

Proposed by: VP Sponsorship Operations

Effective Date: 05/01/2013

PURPOSE

The TECHNICAL ASSISTANCE PROCESS provides consistency in the handling of requests for technical assistance, including proper documentation and verification of communication and/or actions taken. It provides for targeted and customized support by CSS professional staff or contractors with subject matter expertise relevant to the operations of partner schools to successfully fulfill their obligations under applicable rules, laws, and the terms of the community school contract and ensure timely assistance to schools in response to issues, problems and concerns.

SCOPE

The TECHNICAL ASSISTANCE PROCESS applies to all CSS staff or contractors responsible for providing technical assistance.

PROCEDURE

1. Technical assistance requests may be received through a telephone call, email, verbal or written communications from schools, governing authorities and school management company representatives.
2. Requests may be received by any CSS staff member or contractor.
3. The request should be responded to with a telephone call or email by the appropriate team member within a twenty-four (24) hour period unless extenuating circumstances apply.
4. If the request for technical assistance is related to health and safety, the request should be sent directly to the President and addressed immediately if deemed appropriate.
5. In general, the staff member or contractor receiving the request shall respond and copy the SES email address. For specific technical matters, the staff member or



contractor may consult a subject matter expert for additional assistance prior to responding.

6. If the request is not appropriate for sponsorship technical assistance, CSS will work with the school to provide appropriate recommendations for how the school can receive technical support as may be requested.
7. Staff shall complete the Sponsor Evaluation Collection reporting document within the reporting timeframe for technical assistance provided, in addition to copying the SES email address.
8. The Legal Department shall prepare a summary of the technical assistance provided quarterly.
9. Management Team shall review the summary quarterly during scheduled team meetings in conjunction with the Resource Allocation Process and Sponsorship Improvement Process to determine which schools need additional assistance.

DOCUMENTATION / VERIFICATION

Location of documentation:

TEAMS

DOCUMENT HISTORY

Orig. Date May 2013
Rev. December 2014
Rev. March 2017
Rev. November 2018
Rev. April 2020
Rev. April 2021
Rev. August 2021
Rev. November 2021
Rev. June 2023
Rev. June 2024

REVIEW AND APPROVAL

Reviewers of the TECHNICAL ASSISTANCE PROCESS are as follows:

Reviewed By: Management Team

Date: 06/21/2024

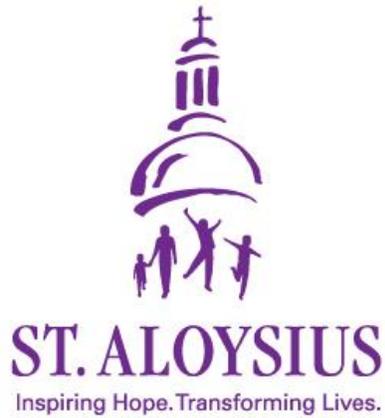
Approved By: President David L. Cash, Jr.

Date: 06/21/2024



The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The TECHNICAL ASSISTANCE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.

COMPILATION REPORTS

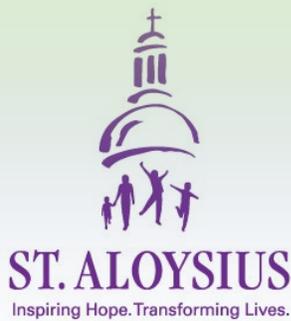


CHALLENGEU OHIO COMMUNITY SCHOOL

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

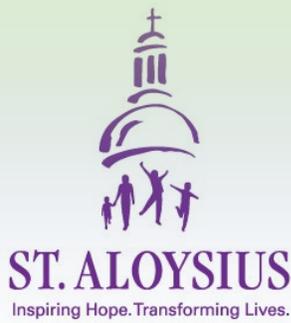
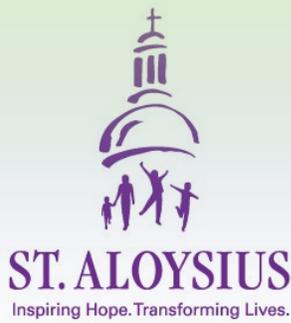


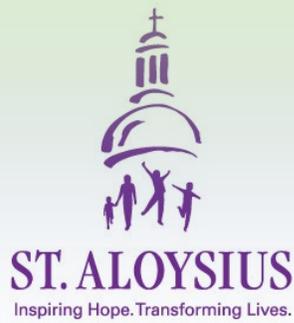
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3. On-Site Assistance Review (OAR)
 - a. Annual OAR Report
4. Compliance Report
 - a. Annual Compliance Summary Report
5. Special Education Report
 - a. Annual Special Education Report
6. Federal Programs
 - a. Annual Federal Programs Summary Report
7. College & Career Readiness
 - a. Annual College and Career Readiness Summary Report (if applicable)
8. Corrective Action Plans/Probations (if applicable)



2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 5 areas and "Developing" in 3 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

ChallengeU Ohio Community School

Contract Term: 7/1/2023 - 6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2023-2024 school year. A full report providing data will be provided after completion of the 2023-2024 school year.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the first year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

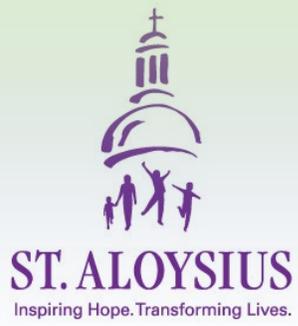
As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2023-2024 school year was the first year for your school. Based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by its fifth year of operation.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	ChallengeU Ohio Community School
Date of Site Visit:	11/7/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	ChallengeU is off to a successful start as a new DOPR e-school serving students throughout the state of Ohio. Enrollment is growing as they currently have approximately 76 students. Administration is keeping a watchful eye on the pace of growth to ensure that building capacity can properly service students. ChallengeU leadership has demonstrated a great desire to learn and work to develop a high-quality program. Their willingness to flexibility will help them achieve these goals. The current curriculum does not fully offer the type of intervention and support that the leadership desires, so they are investigating potential changes for the future. They are also working with the current curriculum to allow for more teacher and coach flexibility within the lessons to further attempt to individualize instruction.
Area(s) of Strength:	A key strength of ChallengeU is their willingness to learn and grow. As a new school there are many unknowns and leadership within the school have made it a priority to adjust and adapt to ensure students are put first within the program. As something new comes up, plans are adjusted or implemented for the first time to accommodate student needs. ChallengeU is working to collect numerous samples of student data to work as a baseline to develop goals for future years. Data is the forefront of the majority of team meetings.
Recommendations	ChallengeU should work to further develop their MTSS implementation within the school. Continue to develop a plan for identifying student needs and providing and monitoring intensive intervention when necessary. ChallengeU should continue to expand career pathway and 12-point credentials to students. As a new school there are many processes that just take some time to develop. With increased partnerships and professional

	development in these areas, ChallengeU is poised to be successful. Charter School Specialists is available to offer support, training, PD to help further develop this and any other process that the school should seek technical assistance with.
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2023/24 Charter School Specialists/St. Aloysius Site Visit Report

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		ChallengeU Ohio Community School		CSS Reviewers:		Andrea Dobbins		Date of Visit:		11/7/23					
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:							
				CSI (Priority)								ChallengeU Ohio Schools Management LLC			
N/A		76	Approximately 65%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member					
				ATSI (Warning)				Total I.S. on Staff		1		Student		Mgmt. Co. Rep.	
								IEP Caseload		8		Teacher		Principal	
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %				
21-22	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A				
22-23	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A				

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	N/A
Progress Toward Areas of Improvement or Recommendations	N/A

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

<i>Charter Section: 6.3 Curriculum</i>			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	<p>What is your school's plan to address literacy achievement? What is your current literacy goal(s)?</p> <p>ChallengeU is currently working to develop literacy goals for students and is working to embed individualized support within the curriculum.</p>		
<p>Comments: Currently ChallengeU utilizes STAR as their diagnostic assessment. They are using Edgenuity but are considering VLA as a possibility for the future. Student data is part of the consideration for potential change. VLA offers intervention support and more flexibility over the curriculum than their current provider. Their goal is to have individualized intervention and support.</p>			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>quantity of resources varied classroom to classroom.</p> <p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.</p> <p>Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
<p>College and Career Readiness</p>	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus ● Career connections learning strategies ● Career pathways ● Career-tech 	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus ● Career connections learning strategies ● Career pathways ● Career-tech ● Industry-recognized credentials ● Student Success Plan ● Work-based Learning ● Career mentorships

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 	<ul style="list-style-type: none"> Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? ChallengeU is looking into Rise Up. They offer Ohio means jobs. Student success plans are developed upon enrollment and monitored by staff.</p>			
<p>Comments: ChallengeU should continue to expand career pathway and 12-point credentials to students. As a new school there are many processes that just take some time to develop. With increased partnerships and professional development in these areas, ChallengeU is poised to be successful. Charter School Specialists is available to offer support, training, PD to help further develop this and any other process that the school should seek technical assistance with.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	
<p>Comments: Challenge U is implementing their own alternative to OTES/OPES per their CSS contract. They currently do not have RE on staff; however a policy is in place in the event that it is needed.</p>		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: ChallengeU has an RTI plan in place to identify and support students in need. Currently the academic coach or teacher would make a referral when a concern is noted. The coach/teacher intervenes to provide support with tutoring either in person or with the coach online.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated
Comments: ChallengeU should continue to work with the data systems and student information that is available to them to further develop the MTSS process within the school. As a new school this is part of the growing process. A plan is in place, and intervention and support is provided when necessary but isn't fully developed into a fine-tuned process yet. Staff at charter school specialists is available to provide training or support in this area if requested.			

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

 Charter Section: 6.3 Continuous Improvement and Growth			
Ohio Improvement Process & School Improvement Plan			
Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.
*Comments only provided if needed Team meetings are held weekly. They have not yet developed One Plan. As a team they are currently collecting baseline data to further build goals.			

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

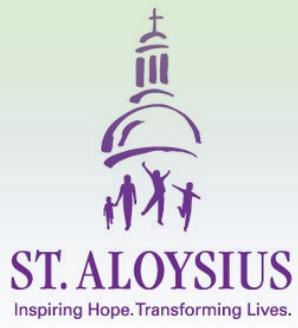
Conference notes:

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	ChallengeU Ohio Community School					
Review Purpose:	On-Site Assistance*:	11/7/23	Special Ed Review*:	3/1/24	Spring Survey:	5/10/24
	Fall/Winter Review:	10/25/23	College and Career*:	4/25/24	Student File Review:	3/1/24
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973					
<p><i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.</p>						
Summary of Compliance Findings:	All items above were compliant or N/A.					
Compliance Area of Strength:	Ms. Katy Brennan is organized, detail oriented, and enthusiastic regarding the Compliance process. She is professional and diligent with a great understanding of Compliance items, and worked hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with ChallengeU!					
Compliance Areas of Improvement:	N/A					
Steps/Timeframes to Address Area of Improvement:	N/A					
Recommendations:	N/A					
<p><i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i></p>						

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

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Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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Item #	ORC Section	OAC/ORC Description
		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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Item #	ORC Section	OAC/ORC Description
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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Item #	ORC Section	OAC/ORC Description
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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Item #	ORC Section	OAC/ORC Description
		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

2023-2024 Annual Compliance Summary Item Reference Document

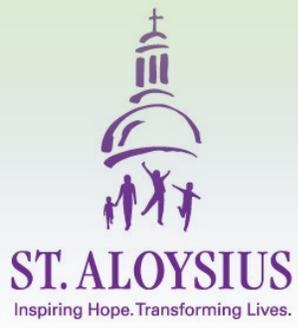
Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



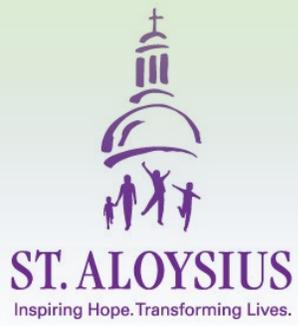
2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	ChallengeU Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	<p>Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.</p> <p>I spoke with Kathryn Brennan on December 11, 2023.</p>		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists and General Education Educators to ensure that the needs of students with disabilities are met.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:			



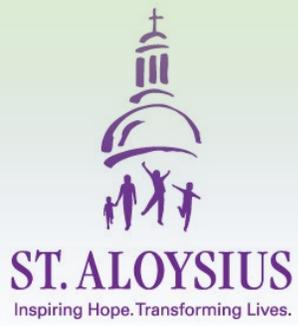
2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	ChallengeU Ohio Community School
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III). Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Completed initial consolidated application for school.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

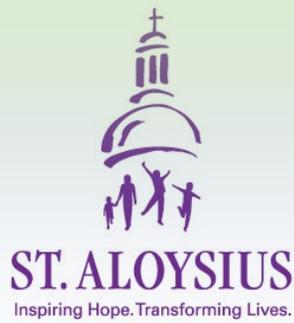


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

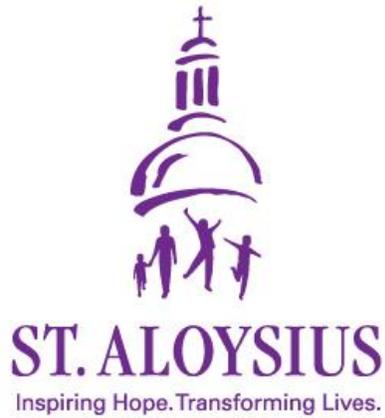
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Capital City Career Prep High School
Date of Review/Support:	February 14 in person meeting; April contacts; ongoing strategic CTE discussions with Fusion Ed.
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Management Company. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways at the School:	Phone Doctor, Rise Up (Both), Manicurist, NCCER Construction, 3M, Forklift, Certified Production Tech and Skill Boss, Phlebotomy and STNA, ServeSafe, Leadership Excellence.
Opportunities for Growth:	More space to provide in-house credentialing, business partnerships to provide training and consultation in above areas, internships, apprenticeships, job shadowing, and jobs.
Progress Toward Growth:	VR program for job simulations to introduce students to new career fields. Next year: Construction, Hospitality, Health Care, Business, Marketing, Finance, 12-pt ICOs.
Additional Information:	Leadership and staff are committed to ensuring that students have a path for success after graduation. Business partnerships: Millennium Academy, MAC Construction, Ultimate Health Care.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

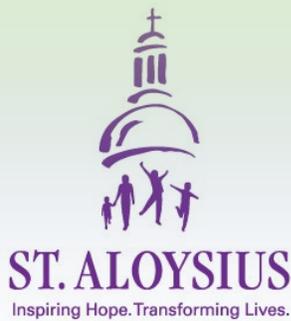


FAIRBORN DIGITAL ACADEMY

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

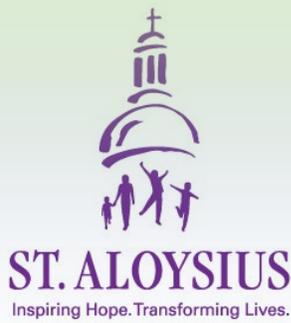
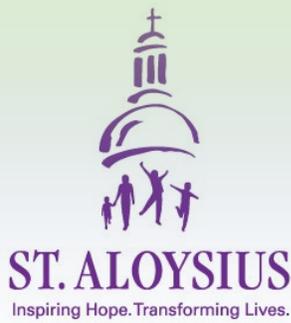


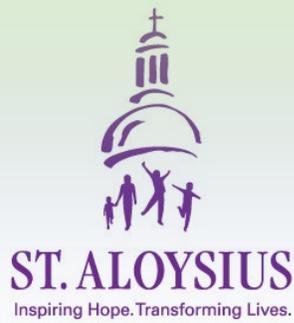
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2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 6 areas and "Developing" in 2 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

Fairborn Digital Academy

Contract Term: 7/1/2021 - 6/30/2026

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- Your school does not meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Liberty High School	Meets Standards	Meets Standards	Exceeds Standards	Does Not Meet Standards	Meets Standards
Mahoning Unlimited Classroom	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Townsend North Community School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards
TRECA Digital Academy	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)			
	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	8	0	4	4
Achievement (formerly Test Passage Rate)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Progress	Meets Standards (3)	Meets Standards (3)	3	4
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 4 Year (Weighted)	Meets Standards (6)	Exceeds Standards (8)	7	4
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	NR	3	---
Additional Factor: Growth by Indicator	NR	2	2	---
Additional Factor: Improved Subgroup Performance	NR	1	1	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	0	---

Total Points	55.5/44
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)			
Current Contract Term: 7/1/2021-6/30/2026	2021-2022	2022-2023	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2
Corrective Action Plans	1	1	1	2
Probation	2	2	2	2
Board Meetings	2	2	2	2
Additional Factor: Academic Coach	NR	0	0	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	0	0	---

Total Points	9/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2022</u>	<u>6/30/2023</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	4	2	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	0	0	0	2
Current Ratio	2	2	2	2
Days of Operating Cash on Hand	2	2	2	2
Five Year Forecast	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	---

Total Points	10/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
		55.5/44	9/10

Overall Percentage	Score (Points)	Renewal Year
		74.5/66 = >100%

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school demonstrates a strength in developing relationships in an online setting. The school prioritizes communication with students and teachers and coaches develop personalized relationships with students both in the building and online. There are many tiers of support for students in regard to wrap around services.

Organizational and Operational

- District student cumulative files are well organized, enabling specific records to be easily located during review. Kudos to the staff members responsible for managing student data! The district team is pleasant and an engaged partner in the compliance process.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- While individualized instruction and support is provided for all students it is recommended that the school work to develop written documentation regarding interventions and support for students in accordance with their MTSS policy.

Organizational and Operational

- No improvements were recommended.

Financial

- The school should strive to increase its enrollment in FY24.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

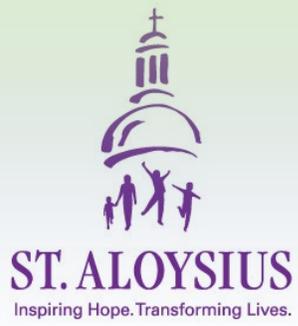
As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2022-2023 school year, the school scored a total of greater than 100%, which was comprised of a score of 86% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Fairborn Digital Academy
Date of Site Visit:	4/16/24
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Fairborn Digital Academy is an online Dropout Prevention and Recovery School. Students were observed fully engaged and working both online as well as with coaches and staff in the building. The relationships and rapport that the staff have with students was on display. It is evident that they focus on the needs of the whole student. The school is working to develop community partnerships to help students develop job readiness skills.
Area(s) of Strength:	The school provides a safe and welcoming space for students both online and in the facility. There were approximately 20-30 students in the building actively engaged with teachers and working at computers during my visit. Staff provide many wrap around and support services to meet individualized needs.
Recommendations	<p>Developing literacy goals has been a challenge. It is recommended that the school engage with the Schools Forward Grant or investigate further strategies for developing adolescent literacy in an online environment. Charter School Specialists staff is willing to assist in this area as needed.</p> <p>The school is still trying to find their way with CTE. The logistics are difficult in an online DOPR setting. However, it is not impossible and could provide a wonderful opportunity if the school would wish to expand their offerings as well as offering additional pathways toward graduation. The school may want to consider continuing to investigate these opportunities.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Fairborn Digital Academy		CSS Reviewers:		Andrea Dobbins		Date of Visit:		4/16/24			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:					
				CSI (Priority)		Independent							
Not in Intervention Status		280	Approximately 80%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member			
				ATSI (Warning)				Total I.S. on Staff		5		Student	
						IEP Caseload		40		Teacher		Principal	
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %		
21-22	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards		Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	45.6		
22-23	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	45.3		

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	While individualized instruction and support is provided for all students it is recommended that the school work to develop written documentation regarding interventions and support for students in accordance with their MTSS policy. It is also recommended that the school continue to explore CTE opportunities for students. It is recommended that the school develop written documentation regarding MTSS in accordance with their policy.
Progress Toward Areas of Improvement or Recommendations	The building leader has made great strides in developing a written MTSS process for the school. Documentation was provided supporting the process. The school is still trying to find their way with CTE. The logistics are difficult in an online DOPR setting. However, it is not impossible and could provide a wonderful opportunity if the school would wish to expand their offerings as well as offering additional pathways toward graduation. The school may want to consider continuing to investigate these opportunities. Fairborn Digital has been more focused on credit recovery. They have developed partnerships with local partners to develop soft skills such as interviewing. They have also partnered with local community colleges to offer certificates for skills.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

<i>Charter Section: 6.3 Curriculum</i>			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	<p>What is your school’s plan to address literacy achievement? What is your current literacy goal(s)?</p> <p>Developing literacy goals has been a challenge. The school has engaged a little bit with the Schools Forward grant but have not decided whether or not to fully commit. The building leader states that it is difficult to incorporate it in a school like theirs. The building leader stated that they are using a writing revolution book as a foundation for writing skills. They also have literacy incorporated into work-based learning and passport system. The data from the ACT shows that reading was one of the lowest components. It is strongly recommended that the school engage with the Schools Forward Grant or investigate further strategies to develop adolescent literacy within their program.</p>		
Comments:			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school’s charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>engaged learning. Quality and quantity of resources varied from classroom to classroom.</p> <p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.</p> <p>Technology is routinely and seamlessly integrated into all classroom instruction or used in a manner consistent with the education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
<p>College and Career Readiness</p>	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus ● Career connections learning strategies 	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus ● Career connections learning strategies ● Career pathways ● Career-tech ● Industry-recognized credentials ● Student Success Plan

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 	<ul style="list-style-type: none"> Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered?</p> <p>Currently the school is not offering any 12-point credentials. They are working with the state support team and looking into getting Rise Up and possibly Serve Safe. They do currently have some students enrolled in College Credit Plus. The amount of students participating in CCP has decreased but at one point they had the highest number of DOPR students participating in CCP. The school is considering using CCP as a pathway for CTE. If a student wants STNA they are working to see how they can get involved via CCP as an option. They also have a work-based learning program that allows students to earn credit hours. This ties into the Ohio Means Jobs Readiness seal.</p>			
<p>Comments:</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
<p>OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?</p>	x	
<p>OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?</p>	x	
<p>Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.</p>	x	
<p>Comments:</p>		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions* (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: Ms. Biggers sent documentation regarding MTSS process including implementation among all tiers as well as documentation and monitoring.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated

Comments:

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

 Charter Section: 6.3 Continuous Improvement and Growth			
Ohio Improvement Process & School Improvement Plan			
Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence based.
*Comments only provided if needed: The school primarily focuses on individualized instruction, so the development of the CSLT/BLT/TBT structure has been slow to develop. The school may benefit from developing strong adult indicators with each goal included in the School Improvement/One Plan and monitoring this with fidelity.			

Follow-up Activities Notes:

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):5/15/24

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes:

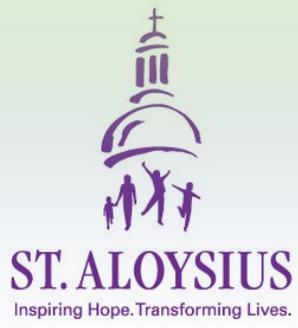
CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Fairborn Digital Academy					
Review Purpose:	On-Site Assistance*:	10/12/23	Special Ed Review*:	10/12/23	Spring Survey:	5/13/24
	Fall/Winter Review:	9/27/23	College and Career*:	Date	Student File Review:	10/12/23
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973					
<i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.						
Summary of Compliance Findings:	All items above were compliant or N/A.					
Compliance Area of Strength:	Their ability to pay attention to detail is a significant asset.					
Compliance Areas of Improvement:	N/A					
Steps/Timeframes to Address Area of Improvement:	N/A					
Recommendations:	N/A					
<i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i>						

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Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

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Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

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Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

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Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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Item #	ORC Section	OAC/ORC Description
		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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Item #	ORC Section	OAC/ORC Description
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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Item #	ORC Section	OAC/ORC Description
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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Item #	ORC Section	OAC/ORC Description
		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

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Item #	ORC Section	OAC/ORC Description
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

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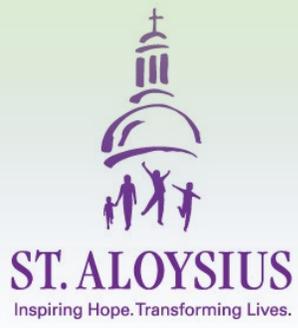
Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

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Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



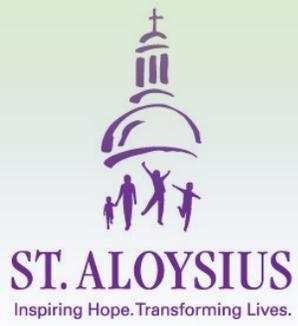
2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Fairborn Digital Academy		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	School Leader	<input type="checkbox"/> Student	X Special Education Supervisor/ Coordinator
	X Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	I met with Fairborn's Cross Functional Team and The Office for Exceptional Children Monitoring Team to plan TIER 2 IDEA strategies and actions. The school continues to be very responsive as it moves forward.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:	N/A		



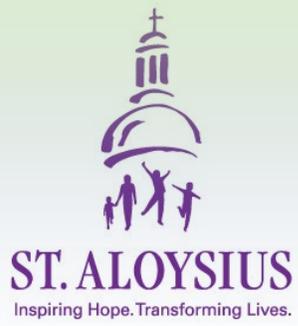
2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Fairborn Digital Academy
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Reminders to complete applications. Offered assistance for Monitoring Review.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

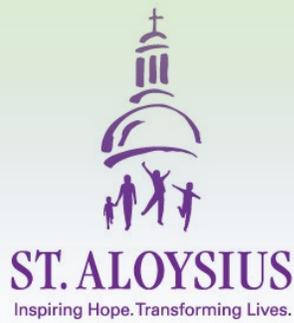


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

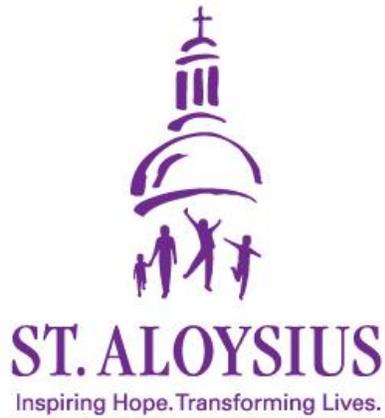
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Fairborn Digital Academy
Date of Review/Support:	May 2023
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. Can help develop communications with local in-demand businesses for potential school partnerships. CSS can assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Management Company. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways at the School:	The school currently offers CCP and provides work-based learning designed around the OMJ Readiness Seal. The school is considering WorkKeys and Rise Up for student opportunities next year.
Opportunities for Growth:	CSS is committed to helping the school with business partnerships and potential pathway development that works well with virtual students.
Additional Information:	Leadership and staff are committed to ensuring that students have a path for success after graduation.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

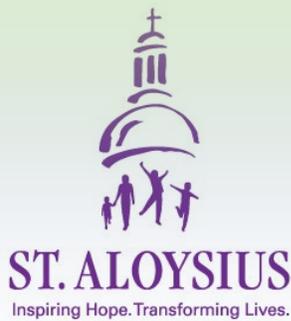


GATEWAY ONLINE ACADEMY OF OHIO

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

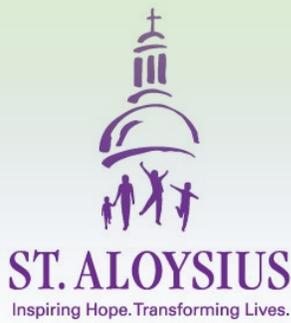
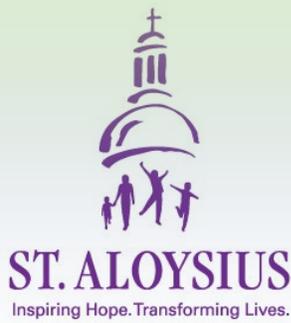


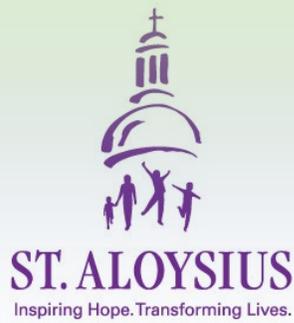
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2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 4 areas and "Developing" in 4 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

Gateway Online Academy of Ohio

Contract Term: 7/1/2022 - 6/30/2028

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Gateway Online Academy of Ohio	Meets Standards	Not Rated	Meets Standards	Meets Standards	Does Not Meet Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Ohio Digital Learning School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
TRECA Digital Academy	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)		
	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	Meets Standards (3)	3	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	0	4
Achievement (formerly Test Passage Rate)	Meets Standards (3)	3	4
Progress	Meets Standards (3)	3	4
Gap Closing	Does Not Meet Standards (0)	0	4
Graduation Rate - 4 Year (Weighted)	NR	---	---
Graduation Rate - 5 Year	NR	---	---
Graduation Rate - 6 Year	NR	---	---
Graduation Rate - 7 Year	NR	---	---
Graduation Rate - 8 Year	NR	---	---
Combined Graduation Rate	NR	---	---
Identified Paths to Future Success	3	3	---
Additional Factor: Growth by Indicator	NR	---	---
Additional Factor: Improved Subgroup Performance	NR	---	---
Additional Factor: Improved Performance over Comparison Schools	NR	---	---

Total Points	12/20
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)		
	2022-2023	Average Total Points	Total Points Available
Current Contract Term: 7/1/2022-6/30/2028			
Timely submission of required documentation.	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2
Corrective Action Plans	2	2	2
Probation	2	2	2
Board Meetings	2	2	2
Additional Factor: Academic Coach	NR	---	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	---	---

Total Points	10/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2023</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	0	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2
Current Ratio	0	0	2
Days of Operating Cash on Hand	1	1	2
Five Year Forecast	2	2	2
Audit Reports, Findings for Recovery (FFR)	NR	---	---
Additional Factor: EMO/CMO Start-Up Support	1	1	---

Total Points	6/10
---------------------	------

TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
		12/20	10/10

Overall Percentage	Score (Points)	Renewal Year
		28/40 = 70%

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school's greatest areas of strength are the wrap-around services and support provided for students. This flexible environment allows students to build relationships with the staff. The staff in turn attempt to eliminate obstacles that prevent student learning.

Organizational and Operational

- The principal did a remarkable job of attending to compliance, while overseeing exponential growth of this first-year school. He staffy's student recordkeeping was perfect and Accel was supportive and helpful with staff information. Gateway has established solid footing for compliance going forward.

Financial

- FY23 was the first year of operation and the school has a growing enrollment and a supportive management company.

Areas of Improvement

Academic

- As a new school it is understood that it takes time to get adequate programs up and running. The CTE pathways are not fully developed at Gateway yet. They have plans to grow these programs and expand their offerings in future years.

Organizational and Operational

- No improvements were recommended.

Financial

- The school should strive to reverse its negative cash flow in FY24.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

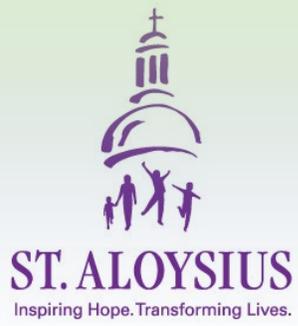
As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2022-2023 school year, the school scored a total of 70%, which was comprised of a score of 80% on the organizational/operational data and financial data combined and a score of 60% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should strive to increase its overall score to at least a 75%.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Gateway Online Academy of Ohio
Date of Site Visit:	3/11/24
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Gateway Online Academy of Ohio is an internet or computer-based Dropout Prevention and Recovery School serving students throughout the state. Enrollment continues to grow as they serve approximately 1600 students. Student engagement/attendance currently averages around 65% weekly. Building leadership is working tirelessly to increase engagement. All students are required to participate in student orientation. Success coaches work with students and success plans are in place that are reviewed in the CBI courses. The school has increased CBI to a 4-year program and Rise Up has been fully implemented this year.
Area(s) of Strength:	A key area of strength at Gateway is their flexibility to adapt and try new strategies to further student success. Recently they made changes to offer 7-week terms which encourage students to complete courses within a more stringent schedule. This has shown an increase in engagement and credits earned for students. They are also considering adding evening hours and working on offering more synchronous learning opportunities and dual credit opportunities for students.
Recommendations	It is recommended that Gateway continue to increase 12-point credentials and more college/career readiness opportunities for students. It is also recommended that Gateway continue to investigate opportunities to further student engagement. Gateway may want to consider taking a data driven approach that allows key insights into course trends and offerings that yield higher engagement results for students.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Gateway Online Academy of Ohio		CSS Reviewers:		Andrea Dobbins		Date of Visit:		3/11/24			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:					
				CSI (Priority)		Accel Online Ohio LLC							
Not in Intervention Status		1627, moving target: 1250 FTE.	65% weekly.	TSI (Focus)		Special Education Case Numbers		Parent		Board Member			
				ATSI (Warning)				Total I.S. on Staff		17		Student	
						IEP Caseload		33		Teacher		x	
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %		
21-22	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A		
22-23	Meets Standards	Meets Standards	Does Not Meet Standards	Meets Standards		NC	NC	NC	NC	NC	NC		

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	As a new school it is understood that it takes time to get adequate programs up and running. The CTE pathways are not fully developed at Gateway yet. They have plans to grow these programs and expand their offerings in future years. The school also should consider incorporating programs and supports in Literacy instruction for students. Literacy is a key to success in all aspects of life and oftentimes drastically needed at the dropout prevention and recovery program level. The school should consider investigating literacy supports for students in their demographic served. It is recommended that the school investigate online partnerships and opportunities to expand CTE offerings for students in all areas served.
Progress Toward Areas of Improvement or Recommendations	<p>The school has increased CBI to be a 4-year program. CBI is embedded in several certifications. Rise Up is fully implemented. They are working on starting Microsoft and making progress with STNA.</p> <p>Developing literacy programs within the curriculum is still a work in progress. Literacy and title programs are embedded within the MTSS supports for students. It is encouraged that the school investigate more adolescent literacy strategies for students in need.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

<i>Charter Section: 6.3 Curriculum</i>			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	<p>What is your school’s plan to address literacy achievement? What is your current literacy goal(s)?</p> <p>The school is currently finalizing their One Plan. CBI has a focus on workforce literacy. The AMP platform has the ability to take coursework and present it at the current reading level of the student. Differentiated learning opportunities are provided within the AMP platform and the instruction is very individualized.</p>		
<p>Comments: They are beginning the data driven team-based process to really assess classroom/curriculum effectiveness. They admit that they are about a year away from really being to dig in deeper with the data but are making progress in this area.</p>			

 <i>Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials</i>			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Resources and Materials	<p>Resources were limited and did not include those specified in the school's charter.</p>	<p>Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and quantity of resources varied from classroom to classroom.</p>	<p>Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.</p>
	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
College and Career Readiness	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p>	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> Advanced academic technical education College Credit Plus Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 	<ul style="list-style-type: none"> Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 	<p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? Rise Up, Microsoft, STNA.</p>				
<p>Comments: Student engagement continues to be a concern. However, the leadership team has demonstrated a willingness to adapt and try new strategies to foster student engagement. The team is strongly encouraged to continue to use a data driven process to assess instructional strategies and high yield resources to further encourage student engagement. The team is also encouraged to continue to further develop 12-point credentials as well as college and career opportunities for students.</p>				



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?	x	
Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.	x	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Comments:



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions* (See MTSS Supplemental)	<p>Describe your process for identifying at-risk students for intervention:</p> <p>The school follows the RTI process. The school has a MTSS form that anyone (coach, teacher, etc.) can use for referral. Teams look at submissions to determine the concern (academic, SEL, behavior, etc.). Teachers work with students to determine goals and needs. This is a very individualized approach. IXL is utilized to determine academic levels. Wrap around services are also provided to students in need.</p>		
Implementation of Tiered System of Supports for Intervention	<p>Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>	<p>Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>	<p>All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.</p>
Progress Monitoring/Data System	<p>A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>	<p>A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>	<p>A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Comments: The team follows RTI, teams gather to analyze and assess student data and progress. A tracking document for RTI is shared with all relevant staff to access.



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed The school is currently developing the One Plan and their goals. Engagement is the biggest priority.

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable): 3/11/24

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Date and names phone or in person conference with School Leader (and Management Company, if applicable): 3/12/24 email Brian Hessey & Marty Yoder

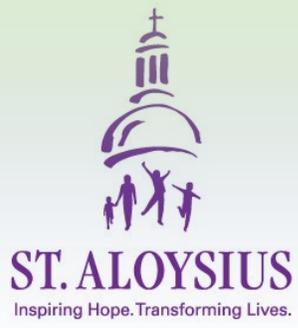
Conference notes: n/a

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review** and **Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Gateway Online Academy of Ohio						
Review Purpose:	On-Site Assistance*:	3/6/24	Special Ed Review*:	12/18/23	Spring Survey:	5/13/24	
	Fall/Winter Review:	9/13/23	College and Career*:	3/11/24	Student File Review:	12/18/23	
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student		<input checked="" type="checkbox"/> Management Company Representative	
		<input checked="" type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent		<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973						
<p><i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.</p>							
Summary of Compliance Findings:	All items above were compliant or N/A.						
Compliance Area of Strength:	Mr. Brian Hessey is organized, detail oriented, and diligent regarding the compliance process. He is well prepared and professional with a good understanding of the educational process. He works hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with him this year.						
Compliance Areas of Improvement:	N/A						
Steps/Timeframes to Address Area of Improvement:	N/A						
Recommendations:	N/A						
<p><i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i></p>							

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

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Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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Item #	ORC Section	OAC/ORC Description
		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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Item #	ORC Section	OAC/ORC Description
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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Item #	ORC Section	OAC/ORC Description
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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Item #	ORC Section	OAC/ORC Description
		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

2023-2024 Annual Compliance Summary Item Reference Document

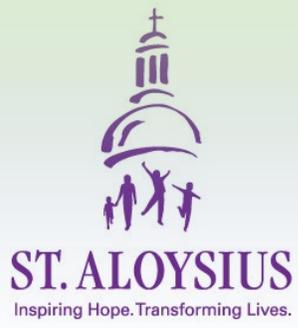
Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



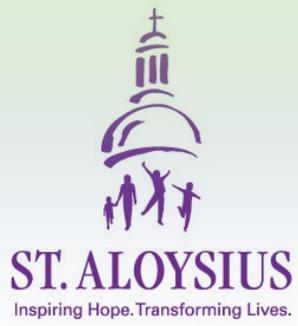
2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Gateway Online Academy of Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Special Education Supervisor/Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	<p>Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.</p> <p>I met with Kristal Lockwood on February 6, 2024. Managing the education of students with disabilities in an online environment is challenging, but Gateway is doing an excellent job. The Social Space Sessions encourage interactions.</p>		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:	Click or tap here to enter text.		



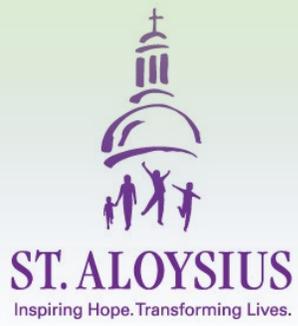
2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Gateway Online Academy of Ohio
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Reminder sent to complete revision of application and send to DEW for final approval.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

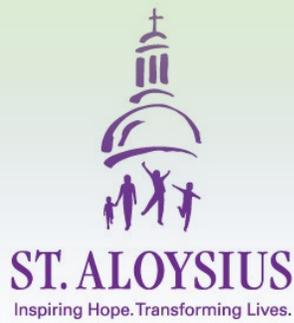


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

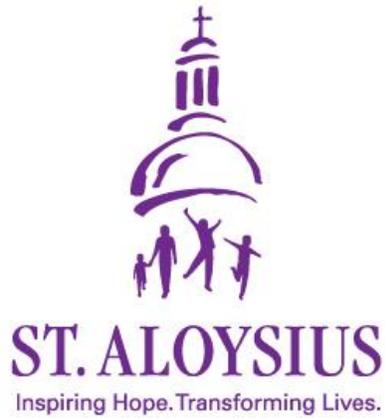
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Gateway Online Academy of Ohio
Date of Review/Support:	March 11th, 2024; ongoing communications with Accel
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	Provide written and verbal recommendations for College and Career Readiness initiatives. CSS can assist in developing communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews. CBI committee meeting attendance.
Current Pathways at the School:	<ul style="list-style-type: none"> • STNA Training • Cleveland Clinic: Entry-level positions after graduation • Henry Johnson Center: Medical Billing and Coding; Phlebotomy • Mahoning County: OMJ Job Training; Career Center • Lucas County: YWCA Child Development Associate; OMJ Job Training • Federal Reserve: Resources • University Settlement (Cuyahoga County): Construction Training • Walgreen's Pharmacy Tech Program: Tons of jobs!
Opportunities for Growth:	The school leadership has a solid plan for continued opportunities for options after graduation. Developing an advisory committee for social space speakers and building connections with business owners throughout Ohio. Plan to develop more future offerings through Pathfinder/separate CTE School for possible future partnership. Working on Cosmetology/Esthetician.
Progress Toward Growth:	The school is currently offering Rise Up, Microsoft Office, and STNA. There is further development in 12 pts credential, as well as college and career opportunities.
Additional Information:	<p>Leadership and staff are committed to ensuring that students have a path for success after graduation. The school has a CBI/workforce committee that meets to discuss what is working and what needs to be changed.</p> <p>The school is aligning their goals for Workforce Development with the Board of Education, which is best practice.</p>



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

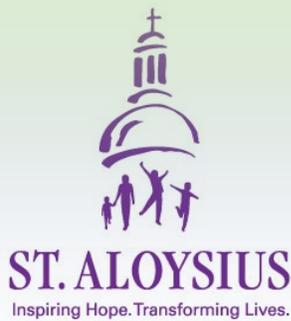


GREATER OHIO VIRTUAL SCHOOL

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

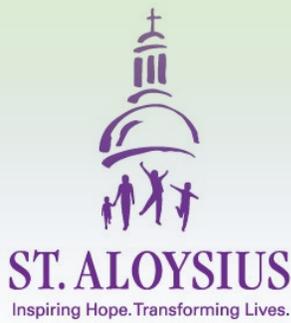
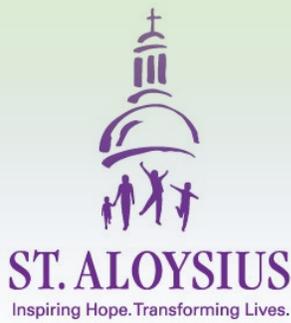


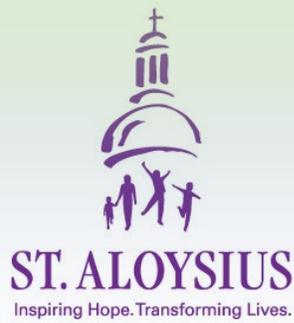
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2023-2024 Sponsor Monitoring Ratings Summary

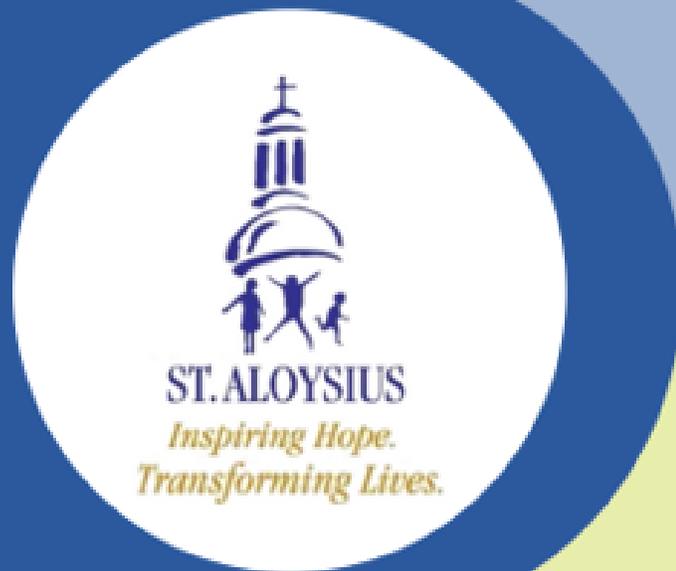
- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and has been offered a renewal as noted in the Charter Renewal Application and Decision.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 7 areas and "Developing" in 1 area reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

—
2023-2024

CHARTER RENEWAL APPLICATION AND DECISION



THE 2023-2024 CHARTER RENEWAL PROCESS

The 2023-2024 charter renewal process was developed to evaluate schools with charter agreements ending on June 30, 2024. The charter renewal process, as outlined in the sponsor evaluation, consists of two parts: the **High Stakes Review** and the **Renewal Application**. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between this Renewal Application and the High Stakes Review. The Renewal Application evaluates the Contract Performance Measures as outlined in section 11.7 of the school's charter contract. This evaluation is worth 30% and the High Stakes Review is worth 70% of the overall score. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. All data collected during this process comes from the most recent local report card which was issued in September of 2023 and previous local report card data. Each school is assessed on multiple years of student achievement, multiple measures of student achievement, financial audits, performance on site visit and compliance reports and if applicable status of corrective action plans or other interventions.

The timeline for this application and renewal process is as follows:

August 28, 2023 to September 22, 2023	Charter School Specialists assembles applications, renewal rubrics and high stakes review data for renewal schools.
October 3, 2023	St. Aloysius approves applications, renewal rubrics, high stakes review data and Charter School Specialists' renewal recommendations.
October 5, 2023	Charter School Specialists releases applications, renewal rubrics and results of charter renewal process to schools.
November 15, 2023	Deadline for schools to approve all renewal applications and accept sponsorship renewal offers.
November 30, 2023	Notification to schools of contract process including: (a) Contract Template; (b) Contract Attachment Submission Timeline.

GREATER OHIO VIRTUAL SCHOOL SCHOOL OVERVIEW

School Address: 1879 Deerfield Road
Lebanon, OH 45036

Satellite Locations (if applicable): GOVS
Student Center

Board President: Mike Sander

Board Counsel: Gary T. Stedronsky

Operator (if applicable): N/A

School Leader: Shawn Lenney

Fiscal Officer: Cary Furniss

Year Opened: 2005

Grades Served: 7-12

Enrollment from 2023-2024: 381.03

MISSION

Greater Ohio Virtual School’s mission is to provide students with a highly personalized and continuous connection to learning through an online based education. The school deems that this quality instructional alternative will serve individual needs and prepare the student to transition into their next phase of life, be it entering the work force, military, or continuing their education.

APPLICATION SCORING

The application gives each school an opportunity to show improvement in local report card measures and how the school is performing in comparison to local traditional public schools and community schools. The sponsor reviews this information and analyzes various measures to determine the effectiveness of these metrics in assessing the school’s improvement. When the metrics are determined to be less effective in providing an overall assessment of the school’s performance, they may be excluded from a school’s score.

Each school is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal eligibility threshold that all schools must meet regardless of the type of school or maturity level. These metrics are assigned a score per the rubric included with this application. Based on the information below, GOVS was awarded a score of 8 out of 8 points as evidenced in the renewal school rubric.

Greater Ohio Virtual School - 2022-2023 Report Card Ratings				
Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards



COMPARISON SCHOOL REPORT CARD DATA

Comparison schools are included in the School’s contract and used as an accepted means of measuring performance against schools as similar as possible in demographic characteristics (percentages of families with low income; racial/ethnic minority; students with disabilities; and English learners) as well as in close proximity to the School, if possible. When determining eligibility for renewal, while some schools may not perform as well as hoped against State tests, it is important to note how they perform against similar schools from similar neighborhoods..

For the 2022-2023 school year, schools are compared to each other based on the overall local report card score. The chart below demonstrates how Greater Ohio Virtual School compared to the schools provided in its charter contract. Based on this comparison, GOVS was awarded a score of 4 out of 8 points as evidenced on the renewal school rubric.

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Auglaize County Educational Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Ohio Digital Learning School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Quaker Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards

IMPROVEMENT SCORE

For the current application cycle, the schools are provided an opportunity to show improvement by comparing the total number of stars earned across all report card components on the 2021-2022 and 2022-2023 report cards. Based on this comparison, GOVS was awarded a score of 8 out of 8 points as evidenced on the renewal school rubric.

OVERALL APPLICATION SCORE

Overall Application Score	Accountability Score	Comparison School Score	Improvement Score	Final
	8	4	8	20

HIGH STAKES REVIEW DATA

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Performance, and Financial Performance tables used for the High Stakes Review align to the indicators specified in the Performance Framework and are also used for the D.07 Annual Reports. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- **Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.**
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card.
- TBD - To Be Determined. The School may submit additional information to clarify scoring.

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2022-2023, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

Academic Performance Data

Performance Area	Scores (Points)				
	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	NR	Meets Standards (3)	Exceeds Standards (8)	5.5	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	NR	0	Exceeds Standards (12)	6	4
Achievement (formerly Test Passage Rate)	NR	Meets Standards (3)	Meets Standards (3)	3	4
Progress	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Gap Closing	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 4 Year (Weighted)	NR	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	NR	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 7 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	NR	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	NR	3	NR	3	---
Additional Factor: Growth by Indicator	NR	NR	5	5	---
Additional Factor: Improved Subgroup Performance	NR	NR	0	0	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	1	0.5	---

*Weighting is not considered in the total points available.

* Due to the COVID-19 pandemic, the 2020-2021 report card assigned no letter grades for any report card component or an overall letter grade.

Total Points	57.5/44
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and Operational Performance shows how well the governing authority and School adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant by June 30th of each school year (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the *Board Meeting* section.

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the School meets any mission specific goal for any subgroup as provided in the school improvement plan. The School and governing authority will provide evidence starting in 2022-2023 that these mission-specific goals were met for subgroups. For a comprehensive explanation of scoring and weighting for this section, see the Performance Framework [here](#).

Organizational and Operational Data

Performance Area	Scores (Points)				
	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Current Contract Term: 7/1/2020-6/30/2024					
Timely submission of required documentation.	2	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2	2
Corrective Action Plans	2	2	1	1.7	2
Probation	2	2	2	2	2
Board Meetings	2	2	2	2	2
Additional Factor: Academic Coach	NR	NR	1	1	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	NR	NR	---	---

Total Points	10.7/10
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FINANCIAL PERFORMANCE

The School's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts, and annual audits. These items provide the information needed to determine if the School receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the School can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the *Current Ratio* section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the School must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2021</u>	<u>6/30/2022</u>	<u>6/30/2023</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	4	4	2.7	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2	2	2
Current Ratio	0	2	2	1.3	2
Days of Operating Cash on Hand	2	2	2	2	2
Five Year Forecast	2	1	2	1.7	2
Audit Reports, Findings for Recovery (FFR)	2	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	---	---

Total Points	11.7/12
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CONCLUSION

Results of the Renewal Process for Greater Ohio Virtual School

St. Aloysius and Charter School Specialists have evaluated the completed renewal application and high stakes review for Greater Ohio Virtual School. The high stakes review included an assessment of academic, compliance and operations and financial data. Academic data included a side by side look at comparison school report card data and analysis of both the 2022-2023 local report card data and historical academic data. Compliance and Operations data comprising 2022-2023 and historical information on the school's timely submission of required documentation, onsite visits including the spring survey, corrective action plans, probation and the number of board meetings held per school year was factored into the renewal results. Financial data, which included a review of 2022-2023 and historical information pertaining to the school's net income, average FTE change from October to June per school year, current ratio, days of operating cash on hand, five year forecast, and audit reports (findings for recovery), was also taken into account.

Areas of Strength and Improvement for the 2022-2023 School Year

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. Below are areas of strength and improvements for the 2022-2023 school year from the School Improvement, Compliance, and Fiscal teams for Greater Ohio Virtual School.

Areas of Strength

Academic

- The wrap around services and support available to students is a key strength of the Greater Ohio Virtual School. Individualized support and instruction is at the heart of what they provide. Guidance services, Intervention Specialists, social workers, academic coaches, and more are on site working to provide students with the tools they need to succeed.

Organizational and Operational

- Mr. Lenney is organized, detail oriented, and enthusiastic regarding the Compliance process. He is professional and diligent with a good understanding of Compliance items. He works hard to comply with all regulations, standards, and laws affecting the schools' operations.

Financial

- The school has maintained significant cash reserves.

Areas of Improvement

Academic

- The school should consider ways to further embed literacy instruction within all areas of the curriculum. Workforce literacy would be a key area to focus on.

Financial

- Continue annual evaluation of cost and benefits of modified cash versus GAAP presentation of financial statements.

Summary

For the 2022-2023 school year, Greater Ohio Virtual School received a rating of *Meets Standards* in at least one (1) applicable grade card component. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. For the 2022-2023 school year, the school scored a total of greater than 100% which was comprised of a score of greater than 100% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section.

Each year, our schools are faced with unique challenges in achieving the prescribed metrics. The COVID-19 pandemic exacerbated these challenges. According to the Department of Education and Workforce, urban areas still lag behind in local report card scores as they struggle to recover from this pandemic. A summary of the report card results and existing challenges can be found on the Department’s website here: [2022-2023 State Report Card | School and District Results](#). To that end, the sponsorship mission of St. Aloysius and Charter School Specialists is to provide access to a high-quality education for all students in Ohio, especially during a time when our students struggle to make up for lost ground following the pandemic. Our team is dedicated to increasing access to high-performing schools by expanding educational opportunities, improving school performance and ultimately lifting student achievement. As students and schools continue to struggle in the aftermath of the pandemic, we believe that closing schools who are improving in the areas of progress or gap closing, are in the midst of implementing a turn-a-round model within the school, or that are outperforming other local traditional public schools or community schools is contrary to this vision and mission. Should a school meet one or more of these criteria, we believe additional considerations for renewal are necessary and justified.

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial	Application Score
	57.5/44	10.7/10	11.7/12	20/24

Overall Renewal Score	Score (Points)	Renewal Year
	100.9/90 = 112%	2023-2024

Based on the overall score received, we are pleased to offer Greater Ohio Virtual School a renewal term of ten (10) years ending on June 30, 2034.



AFFIRMATION

I hereby certify that all information provided in this application and high stakes review process is true and correct and accurately reflects the school's performance. I acknowledge that this application has been reviewed and approved by a majority of the Greater Ohio Virtual School Governing Authority. Additionally, I certify that I am legally authorized to sign this and submit this information to the Charter School Specialists and St. Aloysius on behalf of the Governing Authority of Greater Ohio Virtual School.

Furthermore, I certify that I am legally authorized to accept the offer of ten (10) years for the Governing Authority of Greater Ohio Virtual School and will work diligently with Charter School Specialists to execute a new contract to begin on July 1, 2024.

Governing Authority of Greater Ohio Virtual School

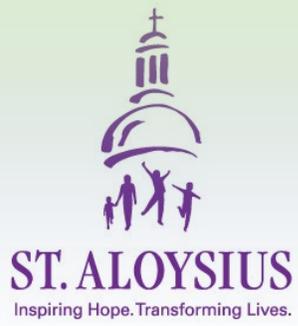
Signed: _____

Print Name: _____

Title: _____

Date: _____





2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Greater Ohio Virtual School
Date of Site Visit:	11/6/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Greater Ohio Virtual School is an internet or computer-based Dropout Prevention and Recovery School serving students throughout the State of Ohio, but primarily within Southwest Ohio. Mr. Lenney and staff provide strong leadership and expertise in the e-school domain. Academic and Social Emotional efforts to bolster student performance have been demonstrated with continued growth on the most recent LRC. The student center continues to be a strong resource for students, although recent problems with the building have led to lesser attendance. There is little doubt that once the roofing concerns are addressed student visits to the center will increase. Building administration has been focused on further developing workforce literacy skills within the school. Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.
Area(s) of Strength:	A key area of strength at GOVS is data driven decision making. Whether it is academic, engagement, attendance, or state-policy driven the team at GOVS meets frequently to analyze the data and make informed decisions to improve the quality of education delivered to students. The wrap-around services continue to be a strength at this school. Individualized instruction still drives the academic mission at GOVS.
Recommendations	GOVS has hired a workforce development coordinator who continues to work on developing relationships with businesses and credentialing opportunities. A small percentage of students participate in early college programs at Sinclair Community College as well as Miami University. GOVS should work to continue developing further partnerships to incorporate more credentialing and graduation pathway opportunities for students.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Greater Ohio Virtual School		CSS Reviewers:		Andrea Dobbins		Date of Visit:		12/6/23			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:					
				CSI (Priority)	X	Independent							
Not in Intervention Status		639	68%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member			
				ATSI (Warning)				Total I.S. on Staff		15		Student	
				Watch		IEP Caseload		116		Teacher		x	
School Year	Overall Local Report Card Rating	Progress Component Rating	Gap Closing Rating	High School Test Passage Rate and Component Grade		4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	7-Year Graduation Rate	Combined Graduation Rating	Grad Rate %		
21-22	Meets Standards	Meets Standards	Meets Standards	Meets Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	44		
22-23	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards		Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	46.8		

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	The school should consider ways to further embed literacy instruction within all areas of the curriculum. Workforce literacy would be a key area to focus on. Charter School Specialists is willing to support the school in further developing in this area. All professional development opportunities will be shared with the school.
Progress Toward Areas of Improvement or Recommendations	Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of Standards-aligned curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Standards-aligned curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
Literacy	<p>What is your school's plan to address literacy achievement? What is your current literacy goal(s)?</p> <p>Greater Ohio Virtual School is participating with the Schools Forward Grant opportunity. They are taking advantage of every opportunity to attend professional development concerning literacy and workforce literacy development. They have incorporated literacy checkpoints into coaching sessions. They also have a goal focused on workforce literacy within One Plan. SST13 has been focused on workforce development and graduation pathways.</p>		
Comments: Building administration meets with VLA (curriculum provider) regularly to make changes and adjustments as well.			

 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<p>quantity of resources varied classroom to classroom.</p>	<p>take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.</p>
	<p>Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.</p> <p>Teachers lacked access and/or training to working multimedia teaching aides on a consistent and routine schedule.</p>	<p>Some, but not all, students had sufficient and consistent access to working technology and evidence of use.</p> <p>Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.</p>	<p>Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.</p> <p>Teachers demonstrate expertise in utilizing instructional technology and multimedia teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.</p>
<p>College and Career Readiness</p>	<p>Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.</p>	<p>Career pathways are being offered to students but are still in development. Student success plans are being created for all students. School has a clear plan to provide credentialing/workforce readiness and post-graduation opportunities for students. Some, but not all, of the following are being implemented.</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus 	<p>There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. Evidence of the following opportunities are present:</p> <ul style="list-style-type: none"> ● Advanced academic technical education ● College Credit Plus ● Career connections learning strategies ● Career pathways ● Career-tech ● Industry-recognized credentials

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		<ul style="list-style-type: none"> Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 	<ul style="list-style-type: none"> Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12 <p>Evidence should be present unless otherwise noted in the school's education plan.</p>
<p>What 12-point credentials are offered? Rise up, FEMA, HVAC</p>			
<p>Comments: GOVS has hired a workforce development coordinator who continues to work on developing relationships with businesses and credentialing opportunities. A small percentage of students participate in early college programs at St. Clair Community College as well as Miami University. GOVS should work to continue developing further partnerships to incorporate more credentialing and graduation pathway opportunities for students.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Yes	No
<p>OTES (2.0) Is OTES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?</p>	x	
<p>OPES (2.0) Is OPES, or an alternative outlined in the school's charter, in place and timelines and requirements being followed?</p>	x	
<p>Resident Educator Program Does the school have any resident educators? Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Additionally, data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.</p>	x	
<p>Comments: The school has developed their own alternative to OTES/OPES. They have a RESA coordinator as well as 1 RESA & 1 mentor currently.</p>		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	Describe your process for identifying at-risk students for intervention: GOVS has implemented a tiered system of support. The primary focus for identification surrounds attendance, academics, and SEL. There are systems in place to support student needs.		
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	All of the following conditions are met: (1) Core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring/Data System	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

a timely manner; (3) data can be disaggregated

Comments: Coaches speak with students weekly at a minimum. Most provide daily blast updates via text. Tutoring is provided for students as well as open labs. A spreadsheet is used to track interventions and monitor progress. PBIS is in place but has not developed into a formal plan. Students are however recognized for positive behavior (student of the month, balloon bouquet, etc.).



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	

Comments: The test coordinator has spent at least 10 days at outside test site locations for students.



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Continuous Improvement and Growth

Leadership teams meet weekly. Academic coaches, attendance, leadership, all staff meet regularly to discuss student data and make adjustments to instruction accordingly.

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

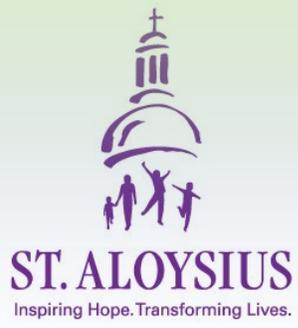
Date and names phone or in person conference with School Leader (and Management Company, if applicable):

Conference notes: Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review** and **Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Greater Ohio Virtual School					
Review Purpose:	On-Site Assistance*:	4/3/24	Special Ed Review*:	4/3/24	Spring Survey:	5/13/24
	Fall/Winter Review:	10/25/23	College and Career*:	11/6/23	Student File Review:	4/3/24
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973					
<p><i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.</p>						
Summary of Compliance Findings:	All items above were compliant or N/A.					
Compliance Area of Strength:	The school's ability to encourage collaboration and teamwork to facilitate effective communication.					
Compliance Areas of Improvement:	N/A					
Steps/Timeframes to Address Area of Improvement:	N/A					
Recommendations:	N/A					
<p><i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i></p>						

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

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Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

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Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

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Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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Item #	ORC Section	OAC/ORC Description
		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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Item #	ORC Section	OAC/ORC Description
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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Item #	ORC Section	OAC/ORC Description
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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Item #	ORC Section	OAC/ORC Description
		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

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Item #	ORC Section	OAC/ORC Description
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

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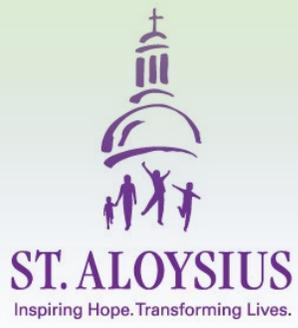
Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

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Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



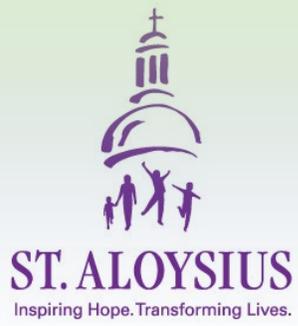
2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Greater Ohio Virtual School		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	GOVS has been very responsive to requests from The Department of Education and Workforce. They continue to focus on increasing graduation rates and decreasing dropout rates for students with disabilities.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Recommendations:	N/A		



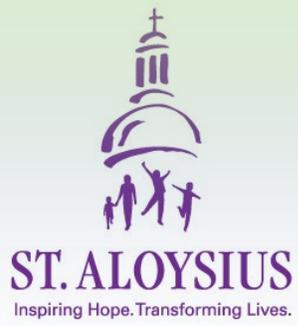
2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Greater Ohio Virtual School
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	<p>Reminder sent to approve application revision.</p> <p>Technical assistance with Support Schools Tool.</p> <p>Assisted with One Plan.</p>
Recommendations:	N/A



2023-2024 College and Career Readiness Report

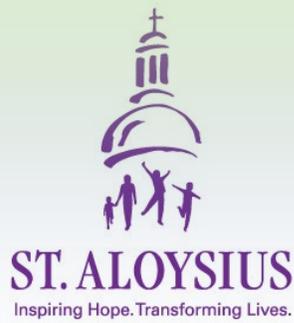


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

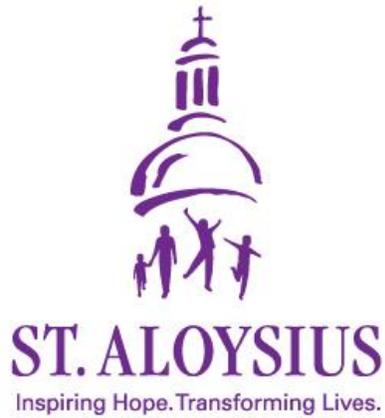
Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Greater Ohio Virtual School
Date of Review/Support:	December 6 th 2023; February 2024 CTE communications
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	CSS can provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways and CCP at the school:	The school is offering the Rise Up Credentialing program and FEMA Credentialing program. There are students doing CCP through various colleges.
Opportunities for Growth:	Future opportunities with the building expansion include: Potential partnership with Sinclair program for next year, the WCCC program is still being constructed but will include Manufacturing and Healthcare.
Progress Toward Growth:	The school is offering HVAC along with Rise Up and plans on implementing more ICOs and CTE opportunities next year. The school applied for funds through the CTE 26 application. The school has hired a Workforce Development Coordinator. The school offers early college opportunities and CCP at St. Clair Community College to a small number of eligible students.
Additional Information:	Leadership and staff are committed to ensuring that students have a path to success after graduation. The school hired a Graduation Pathway position for next year (CSS can work with this position to help develop credentialing for students). The Superintendent is currently serving on a Countywide Workforce Initiative Program that is developing a hub for both schools and employers.



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*

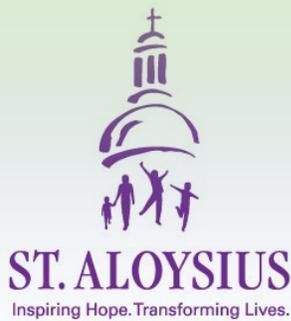


PATHFINDER CAREER ACADEMY

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

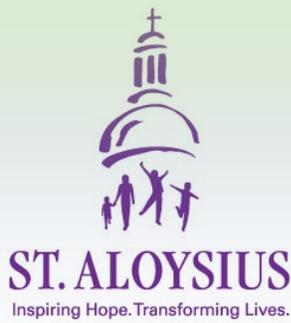
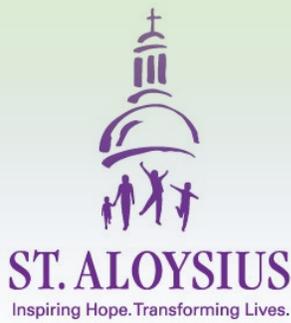


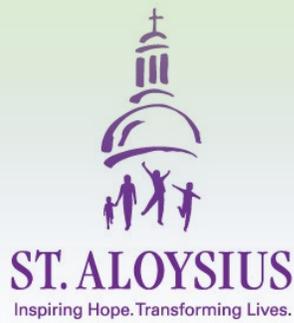
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2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and is eligible to be considered for renewal.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in 14 areas and "Developing" in 3 areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *The school implements College and Career Readiness requirements as noted in the College and Career Readiness School Review.*
- Corrective Action Plans/Probations
 - *The school received 1 CAP Request.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

Pathfinder Career Academy of Ohio

Contract Term: 7/1/2023 - 6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2023-2024 school year. A full report providing data will be provided after completion of the 2023-2024 school year.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of 2 Stars or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the first year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

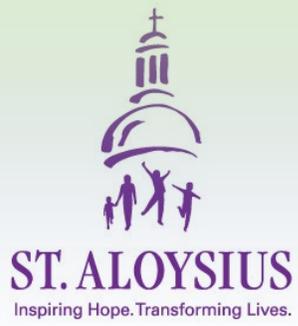
As the largest sponsor in Ohio, currently sponsoring 81 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2023-2024 school year was the first year for your school. Based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by its fifth year of operation.



2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Pathfinder Career Academy of Ohio
Date of Site Visit:	11/3/23
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, technology integrations, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Pathfinder is a new e-school serving grades 6-10 with a career tech focus. The building leader is very dedicated and committed to creating opportunities for her students. The school utilizes StrongMind as the primary curriculum. A large variety of resources are also available. Teachers and coaches have flexibility to adapt lessons based on student needs. Instruction is very targeted. As a new school, Pathfinder is still finding their way in some areas such as literacy and multi-tiered systems of support as would be expected this early in the year in a new building.
Area(s) of Strength:	A key area of strength is instructional delivery. Teachers at Pathfinder offer synchronous instruction opportunities for students. This holds students accountable for attendance, increases engagement, and offers direct instruction opportunities. Teachers are able to differentiate and offer small group instruction as well. Another key strength is the building leader's commitment to the development of partnerships for further career opportunities for students.
Recommendations	Pathfinder should work to further develop their MTSS implementation within the school. Continue to develop a plan for identifying student needs and providing and monitoring intensive intervention when necessary. The capacity to execute is there, the systems are just not fully developed due to the newness of the school. I have little doubt that this will be fully functioning by the end of the year. Pathfinder should also work to further incorporate literacy instruction within the curriculum.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Pathfinder Career Academy of Ohio		CSS Reviewers:		Andrea Dobbins		Date of Visit:		11/3/23			
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:					
				CSI (Priority)		Accel Online Ohio LLC							
N/A		146 9 total teachers 1 success coach	82%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member			
				ATSI (Warning)				Total I.S. on Staff		2		Student	
						IEP Caseload		26		Teacher		Principal	
School Year	Overall Rating	Achievement	Progress	Gap Closing		Early Literacy		Graduation Rate	College, Career, Workforce, and Military				
21-22	N/A	N/A	N/A	N/A		N/A		N/A	N/A				
22-23	N/A	N/A	N/A	N/A		N/A		N/A	N/A				

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	N/A
Progress Toward Areas of Improvement or Recommendations	N/A

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of written curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Written curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
	There is little to no evidence of the use of comprehensive, up-to-date grade level and content specific pacing guides .	Pacing guides are available for some grade and content areas and utilized in the classroom and lesson plans. Some may be out-of-date or not comprehensive.	Learning targets are chunked by similarities, evidence cross curricular skills that emphasize ELA and math shifts, balance levels of complexity and rigor (DOK – Depth of Knowledge levels) with introductory skills and are being reviewed systematically by teachers using student performance data results via a curriculum mapping process to justify modifications. Pacing guides reflect the deconstruction of state standards.
Literacy	<p>Displays evidence of 1-2 of the elements of an effective literacy program.</p> <ul style="list-style-type: none"> ● School does not meet the criteria of an effective literacy program. 	<p>Displays evidence of 3-6 of the elements of an effective literacy program.</p> <ul style="list-style-type: none"> ● School partially meets the criteria of an effective literacy program. 	<p>Displays evidence of all elements of an effective literacy program, as listed below.</p> <ul style="list-style-type: none"> ● School has completed a Reading Improvement Plan (for schools with less than 80% proficiency in the third grade). ● Teachers use evidence-based instructional strategies, including instruction in foundational word recognition, language comprehension, and writing skills. ● Teachers provide explicit instruction and immediate feedback. ● Teachers select and support students in accessing complex text. ● Teachers receive system-level coaching. ● School adheres to Dyslexia Screening Requirements.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Curriculum		
		<ul style="list-style-type: none"> Leadership team provides support in and monitoring of implementation for fidelity and impact.
<p>Comments:</p> <p>Pathfinder is using StrongMind as the main curriculum. It is mapped out and fully vetted by the curriculum team and pacing is established within the program. Teachers and coaches have access to a large amount of supplemental programs and materials. Staff has the flexibility to make changes to the curriculum and pacing based on student need. The school is still developing in regard to a formal, cross curricular approach to literacy. Writing is not embedded into the curriculum currently. The building leader demonstrates a great understanding of incorporating literacy skills within the curriculum with the student population served and intends to continue to work in this direction.</p>		

Element (Please see Literacy Supplemental)	Yes	No
All new state literacy requirements including those listed in the Dyslexia guidebook are being followed and are on track to be met according to the appropriate timeline.	N/A	

Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Some, but not all, Instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

		quantity of resources varied classroom to classroom.	take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.	Some, but not all, students had sufficient and consistent access to working technology and evidence of use.	Technology is routinely and seamlessly integrated into all classroom instruction or used in a manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.
	Teachers lacked access and/or training to working multi-media teaching aides on a consistent and routine schedule.	Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.	Teachers demonstrate expertise in utilizing instructional technology and multi-media teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.
College and Career Readiness	Little or no college and career readiness instruction is provided.	The school includes college and career readiness instruction that provides opportunities for students to learn about job and career options and appropriate for grade levels served.	There is evidence that all grades are developing student awareness and allowing students to become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.
	Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways are being provided to students and student success plans are being created for all students. School has a clear plan to provide Credentialing/workforce readiness and post-graduation opportunities for students.	There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. One or all of the following are evident:

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

			<ul style="list-style-type: none"> Advanced academic technical education College Credit Plus Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12
<p>Comments: Pathfinder offers a large amount of synchronous instruction. Groups are small and interventions are provided as needed in small groups. College and career planning is very intentional at Pathfinder. The goal is that students know what CTE pathway they want to focus on by the 10th grade. Grades 6-9 do a lot of career exploration and are given many opportunities to investigate their interests. Each student has a plan in place to personalize their education according to their future plans. The building leader is constantly exploring outside partnerships to offer more opportunities for her students.</p>			



Charter Section: 6.3 Continuous Improvement and Growth

Element	Off-Track	Developing	On-Track
OTES (2.0)	OTES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OTES, or an alternative outlined in the school's charter, is in place and there is some evidence of alignment to improvement plan goals and adult indicators, and timelines and requirements are being followed.	Pre- and post-conferences between teacher and evaluator are a documented part of the evaluation process. OTES data and other information is shared with the LPDC and used to inform the professional development plans in the school's One Plan.
OPES (2.0)	OPES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OPES or approved/aligned alternative specified in the school's charter is in place and timelines followed. The program, however, has not been fully implemented.	The principal and evaluator agree upon and establish two specific goals with evidence indicators, and action steps and strategies that align to the goals and strategies outlined in the school's One Plan.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Continuous Improvement and Growth			
Resident Educator Program	Resident Educator Program is not in place or does not align to Ohio Resident Educator Program	Resident educator program is in place using Ohio Standards for the Teaching Profession and Ohio Resident Educator Program Standards. The program, however, has not been fully implemented.	Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.
Comments: The principal is OTES certified, and observations are underway. RE: 1: 1 mentor on staff.			

 Charter Section: 6.3 Prevention and Intervention			
Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions * (See MTSS Supplemental)	One or none of the following conditions is met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	Two of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	All of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

	levels of intervention; and (4) PD structures build staff efficacy.	of intervention; and (4) PD structures build staff efficacy.	
Progress Monitoring Tools	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)
Data System/Paper Trail	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated.

Comments: Pathfinder utilizes iReady as a screening tool. Students also participate in short cycle assessment. There is a plan/policy in place for MTSS, however the school is so new they haven't fully implemented or even had experience with students at each level yet this school year. The primary focus so far has been student engagement. The school will work to continue to grow in this area.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	X	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	X	
Comments:		

 Charter Section: 6.3 Continuous Improvement and Growth			
Ohio Improvement Process & School Improvement Plan			
Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.
*Comments only provided if needed: Engagement is the biggest area of focus for the school right now. Teacher teams meet regularly.			

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable):

Date and names phone or in person conference with School Leader (and Management Company, if applicable):

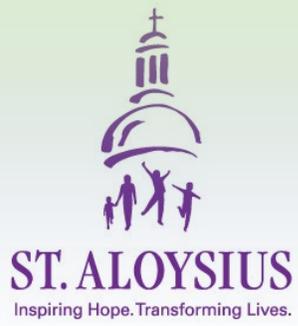
Conference notes:

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Pathfinder Career Academy						
Review Purpose:	On-Site Assistance*:	11/3/23	Special Ed Review*:	3/15/24	Spring Survey:	5/13/24	
	Fall/Winter Review:	11/28/23	College and Career*:	April 2024	Student File Review:	3/15/24	
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student		<input checked="" type="checkbox"/> Management Company Representative	
		<input type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent		<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973						
<i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.							
Summary of Compliance Findings:	All items above were compliant or N/A.						
Compliance Area of Strength:	Pathfinder Career Academy is organized, detail oriented, and enthusiastic regarding the Compliance process. The Staff is professional and diligent with a great understanding of Compliance items. The School worked hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with PCA!						
Compliance Areas of Improvement:	N/A						
Steps/Timeframes to Address Area of Improvement:	N/A						
Recommendations:	N/A						
<i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i>							

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

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704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

2023-2024 Annual Compliance Summary Item Reference Document

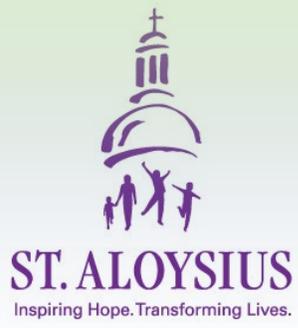
Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



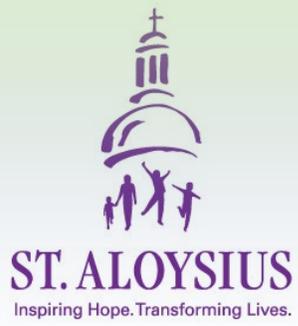
2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Pathfinder Career Academy of Ohio		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	X Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The management company provides professional development for Intervention Specialists. Pathfinder does an excellent job providing services for students with disabilities in a virtual environment.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:			



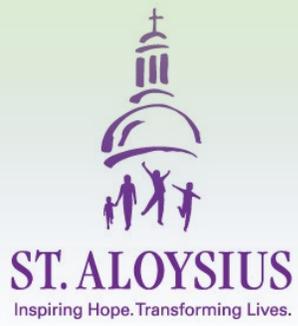
2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Every Child Expanding Opportunities. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Pathfinder Career Academy of Ohio
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Every school leader can contact Nannette Sherman directly to discuss federal grants requirements and regulations. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred.</p> <p>The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	Sent New Community School Checklist to assist in applying for federal consolidated grants.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

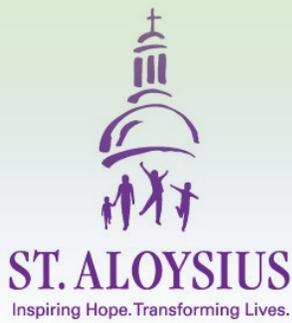


College and Career Readiness School Review

Thank you for partnering with St. Aloysius as your community school sponsor. The sponsor's role is to provide technical assistance, monitoring, and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a College and Career Readiness review at your school and is pleased to provide the following summary of the findings of that review.

Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions, comments, or concerns.

Name of School:	Pathfinder Career Academy of Ohio
Date of Review/Support:	April 2024
Sponsor Rep Conducting Review:	Kerry Jupina
CSS CCR Assistance:	CSS can provide written and verbal recommendations for College and Career Readiness initiatives. Help develop communications with local in-demand businesses for potential school partnerships. Assist in recommending procedures and best practices when choosing and developing industry credentials and career pathways for the school/CCP assistance, as well as provide ongoing assistance and communication with Building Leader and Superintendent. Provide monthly CCR State updates. Success Plan and Graduation Plan reviews.
Current Pathways and CCP at the School:	The school is offering Career Based Intervention in grades 7-10. This includes industry credential opportunities for students in all grades.
Opportunities for Growth:	<p>The school is planning on implementing the following for next year:</p> <ul style="list-style-type: none"> • Career Based Intervention 7-10 • Health Science Pathway • IT Pathway • Business Pathway • Construction Pathway • Education (Early Childhood & Teaching Professions) • Manufacturing <p>Next year the school will be looking at a partnership with LCCC for CCP courses.</p>
Additional Information:	Leadership and staff are committed to ensuring that students have a path to success after graduation. Moving forward, they will have industry credentialing programs and opportunities for students to meet the 12-point requirement, as well as credit recovery course options for those that are deficient.



2023-2024 Corrective Action Plans or Probation Status

Corrective Action Plans/Probation

- *The school received 1 CAP Request*
 - *Date Issued: 12/13/2023*
 - Description:*
 - *Board did not pass a resolution to approve the annual budget by October 31st.*
 - *CAP submitted 1/11/24 and approved. Approval letter sent 1/17/24.*
 - *Date Resolved: 1/17/2024*

ANNUAL REPORTS

Career Prep Virtual High School

Contract Term: 7/1/2024-6/30/2030

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2024-2025 school year. A full report providing data will be provided after completion of the school's third school year and the local report card data is available.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the third year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 93 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|---|---|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|---|---|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2024-2025 school year was the first year for your school. Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by the completion of its fifth year of operation.

ChallengeU Ohio Community School

Contract Term: 7/1/2023-6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2023-2024 school year. A full report providing data will be provided after completion of the school's third school year and the local report card data is available.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the third year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

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- | | |
|---|---|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|---|---|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by the completion of its fifth year of operation.

Fairborn Digital Academy

Contract Term: 7/1/2021-6/30/2026

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2023-2024 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Liberty High School	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Mahoning Unlimited Classroom	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Townsend North Community School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
TRECA Digital Academy	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2023-2024, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for

inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)				
	2021-2022	2022-2023	2023-2024	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	8	0	0	2.7	4
Achievement (formerly Test Passage Rate)	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Progress	Meets Standards (3)	Meets Standards (3)	Exceeds Standards (4)	3.3	4
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	Meets Standards (3)	3.3	4
Graduation Rate - 4 Year (Weighted)	Meets Standards (6)	Exceeds Standards (8)	Meets Standards (6)	6.7	4
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	NR	3	3	4
Additional Factor: Growth by Indicator	NR	2	1	1.5	---
Additional Factor: Improved Subgroup Performance	NR	1	0	0.5	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	0	0	---

Total Points	53/48
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)				
	2021-2022	2022-2023	2023-2024	Average Total Points	Total Points Available
Current Contract Term: 7/1/2021-6/30/2026					
Timely submission of required documentation.	2	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2	2
Corrective Action Plans	1	1	2	1.3	2
Probation	2	2	2	2	2
Board Meetings	2	2	2	2	2
Additional Factor: Academic Coach	NR	0	0	0	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	0	1	0.5	---

Total Points	9.8/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2022</u>	<u>6/30/2023</u>	<u>6/30/2024</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	4	4	2.7	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	0	0	0	0	2
Current Ratio	2	2	2	2	2
Days of Operating Cash on Hand	2	2	2	2	2
Five Year Forecast	2	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	NR	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	0	---

Total Points	10.7/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	53/48	9.8/10	10.7/12

Overall Percentage	Score (Points)	Renewal Year
	73.5/70 = >100%	2025-2026

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school offers a safe, welcoming space both online and in-person. During our visit, 20-30 students were actively engaged with teachers and computers. Staff provide extensive wrap-around and support services to meet individualized needs.

Organizational and Operational

- The school's outstanding strength was displayed through their work. The dedication to uphold and meet guidelines was superior.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- Developing literacy goals has been challenging. The school should engage with the Schools Forward Grant or explore strategies for online adolescent literacy. Charter School Specialists can assist. Additionally, the school should investigate expanding CTE offerings, despite logistical challenges, to provide more graduation pathways and opportunities.

Organizational and Operational

- N/A

Financial

- The school should strive to increase its enrollment in FY25.

St. Aloysius Monitoring, Oversight and Technical Assistance

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As the largest sponsor in Ohio, currently sponsoring 93 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2023-2024 school year, the school scored a total of greater than 100%, which was comprised of a score of 93% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Gateway Online Academy of Ohio

Contract Term: 7/1/2022-6/30/2028

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2022-2023 school year. A full report providing data will be provided after completion of the school's third school year and the local report card data is available.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the third year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

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|---|---|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by the completion of its fifth year of operation.

Greater Ohio Virtual School

Contract Term: 7/1/2024-6/30/2034

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2023-2024 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
Auglaize County Educational Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards
Liberty Preparatory School	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Gateway Online Academy of Ohio	Meets Standards	Meets Standards	Meets Standards	Meets Standards	Meets Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2023-2024, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for

inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Historical Academic Data

Performance Area	Scores (Points)	
	2021-2022	2022-2023
Overall Grade (Weighted)	Meets Standards (3)	Exceeds Standards (8)
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	Exceeds Standards (12)
Achievement (formerly Test Passage Rate)	Meets Standards (3)	Meets Standards (3)
Progress	Meets Standards (3)	Exceeds Standards (4)
Gap Closing	Meets Standards (3)	Exceeds Standards (4)
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 6 Year	Meets Standards (3)	Exceeds Standards (4)
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)
Identified Paths to Future Success	3	NR
Additional Factor: Growth by Indicator	NR	5
Additional Factor: Improved Subgroup Performance	NR	0
Additional Factor: Improved Performance over Comparison Schools	0	1

Academic Performance Data

Performance Area	Scores (Points)		
	2023-2024	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	0	4
Achievement (formerly Test Passage Rate)	Meets Standards (3)	3	4
Progress	Exceeds Standards (4)	4	4
Gap Closing	Exceeds Standards (4)	4	4
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	4	4
Identified Paths to Future Success	4	4	4
Additional Factor: Growth by Indicator	0	0	---
Additional Factor: Improved Subgroup Performance	0	0	---
Additional Factor: Improved Performance over Comparison Schools	0	0	---

Total Points	51/48
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)		
Current Contract Term: 7/1/2024-6/30/2034	2023-2024	Average Total Points	Total Points Available
Timely submission of required documentation.	1	1	2
Compliance Onsite Visits including Spring Survey	2	2	2
Corrective Action Plans	2	2	2
Probation	2	2	2
Board Meetings	2	2	2
Additional Factor: Academic Coach	1	1	---
Additional Factor: Mission-Specific Goal/Accomplishment	2	2	---

Total Points	12/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2024</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	0	0	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2
Current Ratio	NR	---	---
Days of Operating Cash on Hand	2	2	2
Five Year Forecast	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	---

Total Points	8/10
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	51/48	12/10	8/10

Overall Percentage	Score (Points)	Renewal Year
	71/68 = >100%	2033-2034

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- GOVS excels in data-driven decision making across academics, engagement, attendance, and state policies. Frequent team meetings ensure informed decisions to enhance education quality. Wrap-around services and individualized instruction remain key strengths, driving the school's academic mission.

Organizational and Operational

- The school's ability to encourage collaboration and teamwork to facilitate effective communication.

Financial

- The school has maintained significant cash reserves.

Areas of Improvement

Academic

- GOVS has hired a workforce development coordinator to build business relationships and credentialing opportunities. Some students participate in early college programs at Sinclair Community College and Miami University. GOVS aims to expand partnerships for more credentialing and graduation pathways.

Organizational and Operational

- N/A

Financial

- Continue annual evaluation of cost and benefits of modified cash versus GAAP presentation of financial statements.

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| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2023-2024 school year, the school scored a total of greater than 100%, which was comprised of a score of 100% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Pathfinder Career Academy of Ohio

Contract Term: 7/1/2023-6/30/2029

Annual Report of the Academic, Financial and Organizational/Operational Performance

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Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of 2 Stars or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the third year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

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- | | |
|---|---|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy | <ul style="list-style-type: none"> ➤ Concise open meetings law and public records training ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|---|---|

Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

Under Ohio Revised Code section 3314.35(C), a school's first two years of local report card ratings are not used when assessing the school's potential for auto-closure. Additionally, based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by the completion of its fifth year of operation.

**OPERATOR'S
EXPERIENCE
OPERATING ONLINE
SCHOOLS**

Operator's Experience Operating Online Schools

1) Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.

ResponsiveEd is managing Career Prep Virtual High School in Ohio through an agreement with Fusion Ed. Outside of Ohio, ResponsiveEd operates two online charter schools in Texas, iSchool Virtual Academy and Premier High School Online. ResponsiveEd also operates an additional online program, Founders Classical Online, as part of the iSchool Virtual Academy. In Arkansas, ResponsiveEd operates two online schools, iSchool Virtual Academy of Arkansas and Premier High School Online of Arkansas. iSchool Virtual Academy of Arkansas changed its name for the current school year (2024-25) from Founders Classical Academy of Arkansas Elementary Online and Founders Classical Academy of Arkansas High School Online.

For over 25 years, Responsive Education Solutions has successfully opened and managed campuses, establishing a strong track record in creating, developing, and operating public charter schools. With more than 100 campuses to our name, each one tailored to meet the unique needs of its community, we are committed to enhancing community life through high-quality educational options. Responsive Education Solutions has more than 10 years operating internet- or computer-based schools.

Our dedication to building excellent schools fosters more engaged citizens and vibrant communities. We are continuously expanding, not just in numbers, but also by refining our practices and procedures to ensure dependable educational opportunities for local families at every site.

Our approach, which we describe as "traditional innovation," reflects our deep understanding of the diverse needs of communities, families, and students. This understanding forms the bedrock of our efforts to build and support schools, driving our commitment to continuous improvement. With extensive experience in the national charter education landscape, we are well-prepared to establish and operate outstanding schools in Ohio.

2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools is meeting the operating standards for online schools.

Having opened the first school in Ohio in August, 2024, there is not enough data to make a full determination. However, due to the program being aligned with the standards for quality online programs, and the checks and balances that are present to ensure all policies and processes are in place, ResponsiveEd is confident the operation of Career Prep Virtual High School is meeting operating standards.

For those schools outside of Ohio, having served online students for over ten years utilizing standardized systems and processes, we are confident that each of our online schools fully

meet the necessary operating standards required for each state. Please review the attached [Accountability Data document](#).

3) Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action.

No, the operator has not had to terminate an agreement with any internet- or computer-based school.

If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer- based school and specific actions the operator would take, including timeline for each action.

Only under very specific circumstances would ResponsiveEd consider termination of an agreement. These circumstances would be surrounding school performance or operations which do not meet or exceed our rigorous expectations for quality online programs. This could include, but is not limited to:

- Persistent failure to meet academic performance benchmarks
- Significant breaches of compliance with state or federal regulations that directly impact student safety, data privacy, or funding
- Financial mismanagement or unsustainable operations that threaten the viability of the school
- Persistent failure to adhere to the mission, vision, and values of ResponsiveEd, particularly in areas related to student support, integrity, and ethical operations

Specific actions and timeline for the actions

If circumstances arise that would suggest termination of an agreement, ResponsiveEd would follow a structured and transparent process to address the issues before resorting to termination:

1. Initial review and warning (1-3 months)
 - Upon identifying potential issues, a thorough review of the school's performance or operations would be conducted
 - School leadership would be formally notified of the concerns and given a chance to respond. A corrective action plan (CAP) would be developed, outlining specific improvements needed within a defined timeframe
2. Monitoring and support (3-6 months)

- During the CAP period, ResponsiveEd would provide support and resources to assist the school in addressing the identified issues
 - Regular check-ins and progress reports would be required to ensure that the school is taking appropriate actions to resolve the problem(s)
3. Evaluation of progress (6-9 months)
- After the CAP period, ResponsiveEd would evaluate the progress made by the school
 - If substantial improvements have been made, the school would be allowed to continue under close monitoring
 - If minimal or no improvements are observed, ResponsiveEd may opt to issue a formal notice of potential termination. It should be noted that this option would be utilized only after significant attempts have been made to support improvement
4. Termination process (9-12 months)
- If all attempts to rectify the situation have failed, ResponsiveEd would initiate the termination process
 - A formal notice of termination would be issued to the school's leadership, providing a final timeline for the cessation of the agreement, typically within 60-90 days
 - ResponsiveEd would work with the school to ensure a smooth transition for students, staff and stakeholders, including the transfer of student records and any other legal obligations.

Transparency in this process would be key to providing support and reducing the impact on students, parents, and other stakeholders.

4) Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;

ResponsiveEd has a team of instructional and administrative staff who are highly qualified to implement and deliver quality online programs. The key administrators over this team are:

Elaine Plybon, Director of Virtual Learning. Elaine has been a pioneer in online learning since first becoming an online teacher in 2008. She has taught, developed courses, and been the primary administrator for virtual schools and programs. Elaine was part of the team that recently revised the Quality Matters Standards for Quality Online Program, as they relate to curriculum and instruction, and is familiar with all the quality standards through her consultation with Quality Matters as a certified reviewer. In 2023, Elaine was recognized by the Texas Distance Learning Association for her "Outstanding Commitment to Excellence and Innovation in Digital Learning."

Keith Robinson, Virtual Program Administrator. Keith brings 15 years of experience in education, with 6 years devoted to virtual learning environments. As both a teacher and an administrator in the online setting, Keith has successfully led initiatives to enhance virtual instruction, including developing procedures for daily operations, attendance tracking, and

student accountability systems. His leadership has supported curriculum facilitation, teacher development, and the creation of efficient, student-centered online learning programs. Keith is committed to supporting educators and students in achieving success within the virtual education landscape.

See Attached Resumes

See Attached Organizational Chart

5) Has the operator managed a school that received a full-time equivalency determination issued by the state education agency? If so, please list the school(s) and year(s).

No.

ANTHONY EDWARDS

409 Hillcrest Court

Hurst, Texas 76053

aedwards@bluelearning.com; 940.536.7958

PROFESSIONAL SUMMARY

Education professional with nearly 30 years of experience, possessing extensive knowledge in leadership, organizational culture, academic and operational performance, strategic planning, and growth. Proven expertise in community and stakeholder relations.

PROFESSIONAL EXPERIENCE

BLUE LEARNING/RESPONSIVEED, Lewisville, TX 3/2021 – Present
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2018 – 3/2021
Executive Vice President, Innovation and School Expansion

RESPONSIVEED, Lewisville, TX 5/2016 – 5/2018
Vice President of School Expansion

- Support executive decisions by developing detailed business plans to assist the team in making informed decisions regarding expansion and growth opportunities. Identify and develop innovative, scalable, and resource-appropriate school growth opportunities.
- Utilize data and research to support recommendations including school expansion amendments, market analysis, demographic studies, and performance metrics to provide a robust foundation for executive decision-making. Offer actionable recommendations based on analysis of current trends, organizational needs, and competitive landscape to guide the executive team in making well-informed expansion decisions.
- Seek and establish new business partnerships and negotiate Memorandums of Understanding.
- Launch, activate and expand new and existing charter campuses in Texas and Arkansas ensuring all operational, educational, and regulatory requirements are met including capacity planning and resource allocation. Ensure projects are delivered on time, within scope, and on budget.
- Facilitate the seamless transition and closeout process for campuses, ensuring minimal disruptions and maintaining continuity for students, staff, and operations.
- Lead project teams and cross-functional teams by managing project timelines, identifying and mitigating risks, and resolving issues to ensure alignment and progress. Communicate contingency plans to stakeholders as needed to address potential issues. Maintain consistent communication with all involved teams to execute comprehensive plans for growth and development.
- Develop comprehensive budgets for new and existing campuses, including start-up cost estimates for furniture, fixtures and equipment, facilities, staffing, and supplies. Continuously monitor financial performance to ensure adherence to budgetary constraints and financial objectives.
- Collect, analyze, and interpret data to drive informed project decisions.
- Prepare, submit and monitor New Instructional Facility Allotment applications and address issues to ensure timely receipt of funding.
- Manage relationships with internal and external stakeholders, ensuring alignment with the organization's mission and goals. Cultivate and maintain partnerships that support the organization's strategic objectives and enhance its mission.

RESPONSIVEED – PREMIER HIGH SCHOOLS, Lewisville, TX
Executive Director of Schools

6/2015 - 5/2016

- Provided leadership and operational support to Regional Directors and Campus Directors across thirty-three Premier High Schools in Texas.
- Provided ongoing leadership and support to Regional and Campus Directors, ensuring alignment with organizational goals and effective school management.
- Monitored academic, operational, and financial performance, using data to inform decision-making and improvements.
- Completed leadership and campus performance evaluations and implemented performance improvement plans as needed.
- Conducted regular site visits along with Quality Standard Reviews to assess program compliance and performance.
- Successfully met enrollment, attendance, operational, academic accountability and financial goals by analyzing data, and conducting strategic meetings with school teams to review and enhance performance, and implement actionable improvement strategies.
- Developed comprehensive High School Graduation Toolkits and Resource Guides for district campuses.
- Developed school closeout and transition guides for the district to ensure a smooth transition and closeout for schools with minimal disruptions.

**RESPONSIVEED – TEXAS COLLEGE PREPARATORY ACADEMIES/
PREMIER HIGH SCHOOLS, Lewisville, TX**
Regional Director of Schools

3/2014 – 6/2015

- Provided strong leadership and guidance to ensure that campus directors effectively managed their schools and met performance goals.
- Implemented and monitored academic and operational programs to ensure engaging and effective learning environments were maintained across all campuses.
- Regularly assessed school performance results, including academic performance, operational efficiency, and financial management.
- Oversaw the financial aspects of the campuses, including monitoring budgets and ensuring fiscal responsibility. Addressed budgetary issues to maintain financial stability and support operational needs.
- Conducted thorough evaluations of campus performance and leadership, using insights to drive improvements and address issues.
- Developed and monitored campus-specific improvement plans based on performance evaluations and feedback, ensuring targeted and effective interventions.
- Addressed employee performance issues and developed performance improvement plans to address areas requiring improvement.

- Ensured that disciplinary issues were addressed and managed fairly and consistently in accordance with school policies and the district's code of conduct.
- Monitored and responded to community and parental concerns, maintained open lines of communication and fostered positive relationships with all stakeholders.

COMMUNITY EDUCATION PARTNERS 5/2008 – 7/2013
ACCELERATED LEARNING SOLUTIONS, Nashville, TN
Senior Vice President - School Activations & School Support

- Launched multiple charter school expansions across the state of Florida.
- Developed, executed, and monitored school opening timelines, project tasks and risks.
- Led and facilitated on-going collaborative meetings with cross-functional teams and team leaders.
- Oversaw the acquisition and merger of campuses throughout Texas, Georgia, Pennsylvania and Virginia.

COMMUNITY EDUCATION PARTNERS, Nashville, TN 5/2002 – 5/2008
Regional Vice President

- Provided leadership and operational support to alternative education campuses in multiple states; monitored school performance and state testing results; monitored campus improvement plans and completed performance evaluations with School Principals.
- Monitored campus staffing, school enrollment and attendance, and financial goals to ensure target goals were met by campuses.
- Implemented parent and community engagement plans with campuses.
- Conducted leadership conferences each summer with Principals and Assistant Principals.
- Developed and revised program policies and procedures for campuses.

COMMUNITY EDUCATION PARTNERS, Nashville, TN 2000 – 2002
School Administrator (Dallas, Texas)

- Provided leadership and supervision to campus staff and students.
- Established policies and procedures for 1,000 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
School Administrator (Houston, Texas)

5/1997 – 5/2000

Provided leadership and supervision to staff and students, established policies and procedures for 1,200 sixth through twelfth grade students assigned to the school district's Disciplinary Alternative Education Program.

COMMUNITY EDUCATION PARTNERS, Nashville, TN
Assistant School Administrator, Houston Texas

5/1996 – 5/1997

Assisted School Administrator in providing school leadership and supervision, established school policies and procedures for students assigned to the Harris County Juvenile Justice Alternative Education Program (HCJJAEP).

AWARDS & APPOINTMENTS

- **Golden Apple Award for Outstanding Educators, 2006**
National Women of Achievement, Inc. Metro Southeast Houston Chapter
- **Pillar of the Community in Education Award, 2005**
Houston Education Support Personnel, Union Local 6330
- **Educator Focus Group, State Accountability Appointment, 2005-2009**
Texas Education Agency, Appointed by Commissioner of Education, Dr. Shirley Neely

EDUCATION

- **Stephen F. Austin State University, Nacogdoches, Texas; Master of Education**
- **Stephen F. Austin State University, Nacogdoches, Texas; Bachelor of Science**

REFERENCES AVAILABLE UPON REQUEST

Dr. Becky Rutledge

Work: brutledge@responsiveedtx.com (903) 221-7797

Personal: brutledge1010@gmail.com (903) 724-1545

1000 Grandys Lane Apt. 1111 - Lewisville, Texas - 75077

Educational History

Doctor of Education - Ed.D. Educational Administration - Texas A&M University-Commerce

Master of Education - M.Ed. Educational Administration - The University of Texas at Tyler

Bachelor of Arts - BA Education, Art, and Psychology - Stephen F. Austin State University

Professional Experience

Vice President of School Operations - Responsive Education Solutions (2024-present)

- Leading a division of 8 departments including athletics and transportation, behavioral and mental health, child nutrition, health services, quality standards review, safety and security, student records retention, and school support services for other special populations including low socioeconomic status, homelessness, foster care, and military connectedness

Regional Director - Premier High Schools - Responsive Education Solutions (2020-2024)

- Earned A ratings for the district and all assigned campuses, increased student attendance rates by up to 10%, increased enrollment numbers, 100% safety audit passing rate, oversaw renovations and new campus startups, managed large budgets and grants, participated in QSR process, served on several search committees and hiring committees, and provided professional development and team building

Director - UT Tyler University Academy at Palestine - The University of Texas at Tyler (2012-2020)

- Earned A ratings for district and campus as well as 7 out of 7 distinctions available, won multiple campus awards, managed a \$1.8M new campus construction project

Principal - Westwood Primary School - Westwood Independent School District (2008-2012)

- Earned Recognized ratings for the campus, managed a \$1.2M campus addition construction project, and reduced the number of office referrals from over 400 the previous year to less than 60

Assistant Principal - Palestine High School - Palestine Independent School District (2007-2008)

- Developed several new initiatives, served on multiple district and campus committees, and reduced student tardiness by over 50%

Teacher - Palestine High School - Palestine Independent School District (1998-2007)

Key Skills/Strengths

Visionary leader

Creative problem solver

Detailed task manager

Effective communicator

Positive culture builder

Collaborative team player

Active community member

Confident decision maker

Passionate educator

Proactive planner

Proficient technology utilizer

Dedicated hard worker

Personal Interests

World Traveler: I have visited 38 different countries/territories with students, friends, and family.

International Rotarian: I believe in service above self and my actions demonstrate my belief.

Knowledge Seeker: I have an insatiable passion for learning and love to experience new things.

References

Robert Davison - Chief Operating Officer - Responsive Education Solutions

Charles Cook

Chief Executive Officer/Superintendent/Board Member

1301 Waters Ridge Drive, Lewisville, Texas 75057 - 972.316.3663 - ccook@responsived.com

Overview

Charles Cook brings over 30 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult education program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district that now includes over 100 campuses and over 23,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach that fosters the students to become lifelong learners. He gives leadership and vision to his staff of 2,200 + employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles is a Founding Member of the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Experience

1999-Present Responsive Education Solutions

Chief Executive Officer / Board Member

Oversee operations of over 70 open-enrollment charter campuses

School District staff of 2200+ employees

Annual Revenue of \$153 million

Member of the Board of Directors

1995-1999 School of Tomorrow Publishers

Manager of Customer Service

Increased sales from 1.7 million to 3.4 million.

Manage 28 full-time employees.

Manage over \$1.3 million cost center budget.
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission

Educational Coordinator

Developed adult education program.

Over 100 program participants.

Professional / Civic Organizations

Texas Public Charter School Association (TPCSA)

Founding Member, Board President

Reach Out Youth Solutions

Board Chair

Education

Luther Rice Seminary

B.A., Church Ministries

Completed degree with 3.2 GPA

CHRIS BAUMANN

P.O. Box 292730, Lewisville, Texas 75029

Phone: 972.316.3663 - E-mail: cbaumann@responsiveed.com

Website: www.responsiveed.com - LinkedIn: www.linkedin.com/in/chrisbaumann

Chris Baumann serves as Chief Brand Officer and Chief Legal Officer for Responsive Education Solutions (“ResponsiveEd”), a nonprofit corporation that currently operates more than 100 nonprofit public schools (charters) throughout the United States. ResponsiveEd's mission is to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence. ResponsiveEd facilitates the fulfillment of this mission through a network of subsidiaries that develop, refine, and implement innovative educational programs and services.

As Chief Brand Officer, Chris is responsible for ensuring that ResponsiveEd's educational models/brands, initiatives, strategies, policies, and procedures are aligned with the organization's overall mission and vision. In this role, he assists the CEO with organizational initiatives and provides leadership to ResponsiveEd's marketing and communications initiatives.

As Chief Legal Officer, Chris is responsible for the management of ResponsiveEd's legal services and for providing legal representation for ResponsiveEd before administrative, judicial, and legislative bodies. In this role, he provides leadership to ResponsiveEd's legal and human resources initiatives.

Chris has over 31 years of experience in public and private education, over 23 years of which have been spent working with nonprofit public schools.

An experienced public speaker, Chris has delivered hundreds of workshops and keynote speeches to educators and students in 32 states throughout the United States as well as cities throughout Mexico, England, and South Africa.

BAR ADMISSIONS

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

- National Council of School Attorneys
- Texas Council of School Attorneys

SELECTED PROFESSIONAL PRESENTATIONS

- Presenter, Texas Charter Schools Conference, “Religious Expression in Public Charter Schools: A Practical Guide to Understanding and Applying the First Amendment,” Grapevine, Texas (October 11, 2017)
- Presenter, Indiana Charter Schools Conference & Expo, “Avoiding Liability Under the Fair Labor Standards Act,” Indianapolis, Indiana (November 12, 2013)
- Presenter, Texas Charter Schools Conference, “Avoiding the Pitfalls of At-Will Employment,” Austin, Texas (December 5, 2012)
- Co-Presenter, Texas Charter Schools Conference, “Religious Expression by Charter School Employees,” Grapevine, Texas (May 13, 2010)

EDUCATION

- Texas Wesleyan University School of Law, Fort Worth, TX (now Texas A&M University School of Law)

J.D., Juris Doctor, 2008

Honors:

- Cum Laude (Finished in Top 6% of Class)
- The Order of Barristers

Participation:

- Law Review, Associate Editor
 - Board of Trial Advocates, President
 - Mock Trial Competition Team, Member
 - Moot Court Competition Team, Member
 - Moot Court Honor Society, Member
 - Phi Delta Phi International Legal Fraternity, Member
- The International Institute, Lewisville, TX

B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994

Honors: Summa Cum Laude

LICENSES & CERTIFICATIONS

- Kellogg Accelerated Marketing Leadership Program, Kellogg Executive Education, October 2023, Credential ID 84980316

EXPERIENCE

- Chief Brand Officer and Chief Legal Officer, Responsive Education Solutions, Lewisville, TX (November 2009–Present)
- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney’s Office, Civil Division, Fort Worth, TX (January 2006–December 2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (May 2006–July 2006)
- Director, Responsive Education Solutions, Lewisville, TX (September 1999–May 2008)
- Coordinator, School of Tomorrow, Lewisville, TX (August 1991–September 1999)

COMMUNITY ACTIVITIES

- Presenter, Temple Baptist Church, “A Historical Study of the ‘Wall of Separation between Church and State,’” Flower Mound, TX (August 2012–September 2012)
- Coach, National Mock Trial Competition, Texas Wesleyan University School of Law (now Texas A&M University School of Law), Fort Worth, TX (2009)

CHRIS WILLIAM PROKOPEAS

2129 Kimball Hill Court, Southlake, TX 76092

(817) 899-6865 / prokopeas@hotmail.com

LinkedIn Profile: <https://www.linkedin.com/in/chris-prokopeas-6100546/>

Role on Team : Marketing and Communications

Experience with charter schools – EVP of Marketing & Communications – 6 months

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS/BLUE LEARNING – Lewisville, TX

EVP of Marketing & Communications

2024-Current

- ✓ Evolve and diversify the integrated marketing and channel strategy across SEO, paid search, paid social, email marketing, display, retargeting, video to acquire and retain new students.
- ✓ Create and manage a brand framework that can be leveraged in multiple regions in the US. This includes consistent equity measures and relevant brand guidelines.
- ✓ Leverage the use of data and analytics with a clear understanding of the “full-funnel” marketing model.
- ✓ Implement a content marketing strategy that drives awareness, differentiation and interest.
- ✓ Manages direct responsibility for the media budget that drives first-time student enrollments.
- ✓ Leads the organization’s overall marketing, branding, and advertising and works closely with communications to increase awareness and student enrollment through optimizing digital marketing and social media.
- ✓ Targets appropriate student demographics and channels while utilizing metrics to evaluate the effectiveness of marketing programs and take on-going corrective actions as needed to reach /stretch objectives.
- ✓ Creates content that will attract potential students on new products/features and engage them in innovative ways to drive awareness via digital media and appropriate legacy media channels.
- ✓ Manage a team of 30 employees and a marketing budget of \$5 million.

AQUILA AVIATION GROUP – Frisco, TX (Hybrid)

VP of Marketing

2021-2023

- ✓ Developed and implemented comprehensive marketing strategies to drive revenue growth, increase market penetration, and enhance brand positioning.
- ✓ Lead development and management of the annual marketing plan and operating budget, ensuring all initiatives stay on budget and deliver an expected return on investment.
- ✓ Managed a team of 6 employees and a marketing budget of \$5 million.

GESA CREDIT UNION –Seattle, WA (Remote)

2nd largest credit union in WA with \$4B in assets

EVP of Marketing & Brand (Chief Marketing Officer)

2019–2021

- ✓ Responsible for the marketing and communication strategy for the Inspirus/Gesa merger which was the largest in WA state history.
- ✓ Employed marketing automation and CRM systems to create targeted digital campaigns, track analytics, and optimize ROI.
- ✓ Effective communicator across all levels of the organization up to Board level, able to prepare diverse, communications with sensitivity and emotional intelligence.
- ✓ Provide thought leadership and strategic direction to the credit union’s internal and external marketing, branding, and PR teams. Direct report to CEO.
- ✓ Managed a team of 25+ employees and a marketing budget of \$7 million.

DALLAS/FORT WORTH INTERNATIONAL AIRPORT - Dallas, TX

AVP of Marketing

2013-2019

- ✓ Developed and implemented marketing and communications strategies to increase utilization of domestic and international passenger services.
- ✓ Work with Dallas and Fort Worth CVBs, Dallas Chamber of Commerce, Fort Worth Chamber of Commerce, North Texas Commission, State of Texas Tourism Chamber, Dallas, and Fort Worth Economic Development

Council, and multiple cities throughout the North Texas region to bring tourism and economic development opportunities to DFW.

- ✓ Develop breakthrough and compelling content that is aligned with and supportive of DFW's brand story and essence. Beyond basic messaging and visuals shared through Twitter, Facebook, Instagram, and Snapchat, this includes influencing and shaping editorial content for bloggers, influencers, content for the website, and
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, Blogging, Social Media, Mobile, Website, and Influencer Marketing
- ✓ Develop and track key performance indicators and develop metrics to evaluate the effectiveness of airport marketing dollars, specifically, all digital marketing efforts.
- ✓ Lead all B2C and B2B marketing and communication efforts for the airport including Parking, Concessions, BDDD, and other DFW Airport departments.
- ✓ Manage all digital marketing efforts including SEO/SEM, Programmatic Display, Retargeting, Affiliate Marketing, Email, and Mobile
- ✓ Lead all re-branding efforts for the DFW Airport brand including over 5,000 touchpoints.
- ✓ Worked with three advertising agencies to manage all creative campaign efforts, media plans, and promotions for the airport.
- ✓ Manage a staff of twelve people and a budget of \$14 million dollars: responsible for Brand Marketing, B2B and B2C Marketing, and Digital Marketing

WILLIAMSON-DICKIE COMPANY (Dickies, Kodiak, and Terra) - Ft. Worth, TX

Chief Marketing Officer

2008-2013

- ✓ CMO for \$2B+ global lifestyle branded Apparel/Footwear Company that is distributed in over 75 countries and has over 50 licensees in a variety of categories. The Dickies brand is the #1 brand of work wear/apparel globally while Kodiak is the #1 brand of footwear in Canada and Europe; the Terra brand is a high-end premium line of footwear. The position is responsible for brand management, strategic planning, positioning, product development, licensing, ad and media development and marketing for the company. sponsorships, promotions, consumer insights, public relations, retail marketing (trade shows, POS, co-op, and signage), online marketing, direct marketing, email marketing, catalog development, in-house creative, photo studio, and website for all three brands. Manage six primary agencies (Goodby Silverstein & Partners, Edelman, Landor, Filter, Millward Brown, and Switch).
- ✓ Manage a \$75MM advertising budget that includes five direct reports and a Marketing department of fifty professionals; department includes brand marketing, direct marketing, email marketing, online marketing, consumer insights, creative, photo studio, PR, sponsorships, promotions, catalog development, retail marketing (trade shows, POS, signage, fixtures, and co-op), online marketing, and website.
- ✓ Conducted the company's first Segmentation Study for the Dickies brand which identified three core segments and a new bull's eye segment for the company which was a blueprint for an entirely new media campaign which focused on a younger and more profitable demographic.
- ✓ Re-positioned the Dickies brand to be more aspirational and changed to new tag line "Wear with Purpose" which lifted brand awareness six percentage points from 83% to 97%: only behind Levi's and Wrangler. Launched new Dickies website in April 2009 which increased traffic by 45% and unique visitors by 88%; rolled out new functionality and merchandising features that increased avg ticket size by 25%.
- ✓ Incorporated new Global Brand Standards and Guidelines manual for all three brands (Dickies, Kodiak, and Terra boots) that was rolled out to all subsidiaries and licensees worldwide; also working on global Merchandising manual for all North America.

CAPITAL ONE BANK - Dallas, TX

Vice President of Marketing and Sr. Vice President of Marketing (CMO)

2004-2008

- ✓ SVP of Marketing for Fortune 200 financial services company and top ten bank with \$86B in deposits, \$146B in managed loans, and over 700 locations in Texas, Louisiana, New York, New Jersey, and Connecticut. The position is responsible for developing and carrying out the strategic branding, positioning, product development, ad development, and marketing for the company. In 2008, North Fork Bank will officially become part of Capital One Bank.
- ✓ Manage six primary outside agencies (BBDO, Fleishman Hillard PR, Pierpont PR, Interbrand, Avenue A/Razorfish, and ARC).

- ✓ Managed a \$250MM advertising budget that includes six direct reports and a Marketing department of over 100 professionals; department includes direct marketing, product marketing, brand marketing, marketing research, sponsorships/event marketing, regional marketing, merchandising, online, multicultural marketing, and marketing communications; 6 associates have received promotions.
- ✓ Successful launch of the Capital One Brand into banking; first mention increased by 17 pts while total consideration increased by 32 pts throughout the footprint. Increased sales traffic by 7% by focusing on convenience strategy.
- ✓ Support the following product areas for the bank including Deposits, Small Business, Mortgage, Commercial, Consumer Lending, Debit/Credit Cards, Insurance, Private Client Group, and work with Capital One Auto Finance (COAF), National Small Business, National Home Loans, and Capital One Direct Savings.
- ✓ Received Capital One Circle of Excellence Award for Capital One/Hibernia integration (only top 1% of all Capital One employees ever receive this honor).
- ✓ Led Ad Agency review process for Capital One Bank; started with over 100 agencies and narrowed it down to four finalists and then a winner via an integrated process.
- ✓ Delivered a cluster analysis that had started out with 42 segments and rolled into 8 high level segments which predicted purchase propensity based on product usage, demographics, and conjoint analysis to identify and recommend consumers next product for purchase.
- ✓ Led nine integration work streams for Capital One/Hibernia Bank to achieve smooth transition for the merger.
- ✓ Highly successful TX Expansion program - opened 40 new de novo branches in 2006 while driving record attendance (avg of 1,500 attendees), deposits (avg of \$1.5MM in deposits), and account openings (avg of 175 openings) through innovative Grand Opening program.

MORNINGSTAR FOODS (Division of Dean Foods)

Director & Sr. Director of Marketing (Intl Delight, Silk, Land O' Lakes Alliance, Hershey's Milks & Shakes, Folger's Jakada, Dean's Dips, and Marie's Salad Dressings) – Dallas, TX

2000-2004

- ✓ Managed P & L for \$1 billion Branded business; managed three direct reports and a Marketing department of 12 professionals, including 9 Brand Marketers and 3 in Consumer Insights and sensory; 3 received promotions.
- ✓ Managed annual marketing budget more than \$80 million.
- ✓ Instituted a strategic new product development team that launched 28 key products within a two-year period, resulting in \$125 million in incremental sales.
- ✓ Directed the cross-functional team that put the strategic framework together for the Land O' Lakes Alliance (Half & Half, Dairy Ease, Sour Cream, Aerosol, and other products) worth \$130 million in incremental sales.
- ✓ Re-launched and revitalized one of the flagship brands, International Delight, with new positioning, packaging, flavor improvements, and \$25 million in consumer marketing support with advertising agency, DDB; grew market share from 33.5 to 38.0, exceeding goal by 2.5 pts.
- ✓ Conducted first ever International Delight Brand Equity and Coffee Creamer Segmentation Study with Millward Brown; from the results of the study, chose ID's targets and unique positioning while total unaided awareness of ID went up by 7 pts.
- ✓ Repositioned the Hershey's Milks and Shakes to be more aspirational rather than the kid-centric positioning of the competition; used action sports such as X-Games and Tony Hawk sponsorship to deliver on this positioning and drive market share to 14% of the category in 9 months.

KRAFT FOODS (KCD/Brands Group)

Senior Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

1995-2000

- ✓ Selected to lead one of Kraft's most visible brands and reported to the Director of Marketing. Designated one of three "very high potential" leaders within Kraft cheese division. Worked with three outside agencies (J. Walter Thompson, LAGA, and Edelman).
- ✓ Managed P & L for Philadelphia Cream Cheese franchise - \$600 million business and a \$60 MM budget.
- ✓ Managed, coached, and developed a team of 5 direct reports; 2 received promotions.
- ✓ Analyzed consumer data to uncover key brand growth platform opportunities that played off Philly's positioning as a "heavenly treat." Introduced a new line of cream cheese snack products (Philly Cheesecake Snack Bars) that increased cream cheese category sales by 8% and produced sales of \$50MM in first year.

Brand Manager (KRAFT Macaroni & Cheese) – Glenview, IL

- ✓ Chosen to lead one of Kraft's fastest growing brands; managed four direct reports and one received a promotion. Worked with three outside agencies (Leo Burnett, Landor, and Edelman)
- ✓ Managed P & L for KRAFT Macaroni & Cheese franchise - \$460 million business
- ✓ Led the brand into a product licensing and promotions agreement with DC Comics Super Heroes; the product featured three different packaging graphics with eight DC Superhero pasta shapes; promotion included a free DC Comic book and a special subscription offer; sales increased by 14%.

Associate Brand Manager (Philadelphia Brand Cream Cheese) – Glenview, IL

- ✓ Managed a \$35 million dollar advertising/promotions budget. Worked on all Consumer Promotions for brand.
- ✓ Promoted to this position in 7 months, fastest in entire brand management class.

Assistant Brand Manager (Velveeta Brand) – Glenview, IL

- ✓ Conducted a price-gap analysis that looked at our brand portfolio pricing vs. private label.
- ✓ Led a cross-functional team that re-configured our whole line of packaging for warehouse clubs.
- ✓ Developed FY96 Marketing Plans for the Velveeta Brand.

S.C. Johnson Corporation – Racine, WI

Marketing Intern (Pledge Brand)

Summer 1994

- ✓ Conducted a study and then helped in the launch of a Pledge line extension into a new market.

QUAKER OATS CORPORATION (Grocery Division) – Chicago, IL

Brand Assistant (Gatorade)

1989-1993

- ✓ Managed development of key elements of new sampling program for new Gatorade flavors.
- ✓ Developed Gatorade & NBA strategy to drive incremental sales and to leverage consumers' passion for basketball at all levels.
- ✓ Created results-oriented marketing communication programs for the Grocery Division of Quaker Oats.

EDUCATION AND OTHER

EXECUTIVE EDUCATION: NORTHWESTERN UNIVERSITY (Kellogg School of Management)

Changing Strategic Direction (11/99); Pricing Strategies & Tactics (4/00); Cost Management Strategies for Improving Profitability (6/00)

THE UNIVERSITY OF MICHIGAN – Ann Arbor, MI

School of Business Administration (MBA)

Master of Business Administration (MBA), April 1995

Emphases in Marketing and Corporate Strategy; Graduate of the Executive Skills Program

Alumni Student Recruiter – 2000-2022

PURDUE UNIVERSITY – West Lafayette, IN

Krannert School of Management & School of Liberal Arts

Bachelor of Arts in Corporate Communication, May 1990

DIGITAL PROFICIENCIES:

Windows (Word, Excel, PowerPoint, and Project), Google Suite (Google Analytics, AdWords, Google Tag Manager), Adobe Creative Suite, Bing, Marketo, CRM & Marketing Automation (Salesforce Pardot and HubSpot), EZ Texting SMS campaigns, SEO/SEM/PPC (A/B Testing), Email, Programmatic Display, Affiliate ads, Retargeting, Social Media Channels (Facebook, Instagram, Twitter, Pinterest, LinkedIn, Snapchat, TikTok, and YouTube), Web (UX and UI), Tableau, Qualtrics, Medallia, and Project Management Software (Basecamp, Hive, and Trello)

ADDITIONAL:

Certification in Google Analytics and Google AdWords

Fluent in Greek; intermediate proficiency in German and Spanish

Christian Cutter, Ed.D.

717 Crestfield Drive, Flower Mound, TX 75022

303-570-7716 | ccutter@responsived.com | www.linkedin.com/in/ChristianCutterEdD

Educational Administration

Educational Leadership / Student Performance / Skills Development

Professional Summary:

- Offering 30 years of progressive experience in development and oversight of academic programs, policies, and initiatives to promote student growth and achievement.
- Senior leadership experience serving more than 67,000 students across multiple schools, with expertise in development, implementation, evaluation, and continuous improvement.
- Passionate education advocate successful in promoting positive organizational image; directing instructional programs to meet the needs of all students; and building top-performing teams.

Areas of Expertise:

- Instructional Leadership
 - Human Resources
 - Relationship Building
 - Budget Administration
 - Strategic Planning
 - Staff Development
 - Safety & Security
 - Accountability
-

Career Experience

Chief Academic Officer | 2018 – Present

Responsive Ed, Lewisville, TX

Currently overseeing academics for a multi-charter system serving 24,000 students in more than 100 schools. Responsible for academics, professional development, Career-Technical Education, Special Education, State and Federal Programs, Grants, Assessment and Accountability.

Selected Accomplishments:

- Oversaw the creation of an Alternative Teacher Licensure Program, from application to State approval.
- Developed and implemented staff development programs in Teaching, Mentoring Leading, Aspiring to the Principalship, and Instructional expertise.

Assistant Superintendent | 2017 – 2018

Option for Youth/Opportunities for Learning, Pasadena, CA

Oversaw the operation of 12 charters with 54 schools serving 35,000 students annually. Responsible for the continuous improvement of all academic performance, implementation of district improvement initiatives, coordination of central office staff and evaluation of school leaders, human resources, and the oversight of curriculum, professional development, Career-Technical Education, Special Education, and Virtual School.

...continued...

Christian Cutter

f.chris.cutter@gmail.com | www.linkedin.com/in/ChristianCutterEdD

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Selected Accomplishments:

- Directed intensive implementation of workforce readiness skills into three forms of curriculum, including the coordination of experts to compliment instruction across all schools.
- Facilitated the expansion of a virtual education option for students, launching a summer school program for 3000 students.
- Led reduction in staff and re-organized leadership responsibilities to increase natural interdependencies and improve cost effective use of personnel.

President | 2014 – 2017

Citizens of the World Charter Schools, Los Angeles, CA

Provided oversight for operations of national organization of public, high achieving, community-based charter schools, directing senior staff responsible for academics, finance, accounting, legal, grant-writing, operations, human resources, administration, and information technology functions. Coordinated and monitored budgets from a variety of funding sources in accordance with established regulations and guidelines. Facilitated development of the Board of Directors in working to identify and set goals and long range planning.

Selected Accomplishments:

- Drove long term strategic planning efforts to improve and adapt academics, operations, finances, and human resources.
- Spearheaded organizational restructuring during key periods, implementing changes designed to support long-term organizational strategies.
- Approached programmatic and operational challenges by leading model codifications emphasizing identifying and implementing innovative solutions.

Assistant Superintendent | 2010 – 2014

Douglas County School District, Castle Rock, CO

Directed elementary, early childhood and K-12 special education for the district of 67,000 students, directly responsible for supervision, mentoring, and development of up to 60 school leaders. Followed continuous improvement model in operation of 48 school and 64 early childhood classrooms. Smoothed processes during transitional year, overseeing restructuring of procedures and processes, and managing pre-school enterprise ventures. Initiated development of new evaluation tool focused on unique roles, as well as new learning platform to improve teachers' access to lesson planning, assessment, and professional development.

Selected Accomplishments:

- Served as elementary Chief Academic Officer during district reorganization, to support transition.
- Received endorsement of district from Economic Development Council, commendations from the City Council, was named "2013 Community Partner of the Year" by major hospital.
- Expanded use of technology, launching "Bring Your Own Device" program and sharing Wi-Fi initiative with local law enforcement.
- Created and implemented Master of Arts in Education program in partnership with Argosy University, in order to support district succession and long-term administrative needs.
- Co-hosted programs on local television and radio discussing educational issues.

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Executive Director of Schools | 2007 – 2010

Colorado Springs District 11, Colorado Springs, CO

Led operations for 23 schools in a district of 33,000 students; oversaw business plan for 3,500 employee organization, meeting established outcomes of organizational development efforts such as culture assessment, institutionalizing core values and norms, and professional development.

Selected Accomplishments:

- Improved student performance at six sites targeted by state as possible “turnaround” sites by instituting intensive support structures.
- Developed graduate profile aligned with district re-visioning and branding efforts, championed profile and plan to internal and external stakeholder groups.

Principal | 2003 – 2007

Adams County School District 50, Westminster, CO

Managed all daily functioning of school, programs, students, and staff.

Selected Accomplishments:

- Raised performance on state tests in all subjects and grade levels by double digits over four years.

Additional Experience

Assistant Principal | Aurora Public Schools, Aurora, CO | 2002 – 2003: *Responsible for evaluations, special education, gifted and talented program, and professional development.*

Assistant Principal | Bromley East Charter School, Brighton, CO | 2001 – 2002: *Served on core leadership team to coordinate school construction, develop curriculum, and hire staff.*

Teacher | Various schools in Denver, New York City, West Indies, and Canada | 1994 – 2001.

Educational Background

Doctorate in Administration | Nova Southeastern University

Master of Arts in Administration | University of Colorado at Denver

Diploma in Child Psychology | International Correspondence School

Diplomas in Primary and Elementary Education | Toronto Montessori Institute

Bachelor of Arts in Economics | University of Western Ontario

Colorado Superintendent’s License | 255274

Massachusetts Superintendent’s License | ****496252

Corey Fischer

601 Oak Street, Pilot Point, Texas, 76258 | coreyfischer.home@gmail.com | 214-263-1454

Summary

Senior Accounting Manager with experience in various industries including manufacturing, transportation, oil field services, construction and real estate development/management. Substantial accounting policy implementation, financial and operational analysis, as well as C-level presentation and reporting exposure.

Highlighted Expertise

Financial Reporting, Internal Controls, Budgeting & Forecasting, Cash Management, Cost Accounting, Debt Compliance Reporting, Audit Preparation, Inventory Control, Sarbanes-Oxley (SOX)

Technical Experience

Operating Systems: PeopleSoft, Great Plains, QuickBooks, Hyperion, Timberline, AS400, SQL, FRX, MRI
Desktop Software: MS Office – Excel (Pivot Tables, VLookups), Power Point, Word

Professional Experience

Responsive Education Solutions (Lewisville, TX)

August 2016 – Present

Vice President – Finance

Charter school system that operates over campuses in the states of Texas and Arkansas serving more than 25,000 students using multiple different academic models.

- Serve as a senior officer and member of the Executive Leadership Team which establishes strategic plans, growth projections, and organizational improvement initiatives
- Direct financial operations of the company, leading a team of 30 professionals including General Ledger, Payroll, Purchasing, and Accounts Payable
- Oversee all Treasury functions of the organization which include the servicing of \$130 million in tax-exempt bonds
- Ensure internal processes and procedures are in compliance with all federal and state requirements
- Direct annual audit process and third party preparation and filing of federal tax returns

Universal Technical Institute (Irving, TX)

January 2012 – July 2016

Campus Controller

Nationwide provider of technical education training for students seeking careers in the automotive, diesel, collision repair, motorcycle and marine industries.

- Manage the accounting and purchasing functions comprised of two staff accountants and one purchasing receiver
- Provide financial and analytical support for campus and corporate management
- Provide account analysis and monthly operational reviews
- Ensure compliance with internal controls, including SOX controls, in all campus accounting processes
- Develop and lead the budget and reforecast process for the business unit

La Familia Distributing, LLC (Carrollton, TX)

December 2010 – December 2011

Controller

Full service food and beverage distributor of American and Mexican products throughout the United States.

- Supervise accounting department consisting of one general ledger accountant and three sales data entry staff
- Review / provide financial reporting package for executive management team, investors and third party lenders
- Quality control of Treasury functions within the organization
- Initiate and complete annual budgeting process for operations and capital requisitions
- Directed third party preparation and filing of federal and state tax returns

Alan Ritchey, Inc. (Valley View, TX)

October 2008 – November 2010

Controller

Multi-industry company providing services to government, manufacturing, transportation, environmental, oil field services and agriculture sectors.

- Managed accounting team including one Accounting Manager and seven staff accountants
- Generated financial reporting package for executive management team and third party lenders
- Implemented internal controls to ensure the effective administration of accounting policies and methodology
- Directed annual audit process and third party preparation / filing of federal and state tax returns
- Oversaw the implementation and completion of annual budgeting process for entire portfolio

Corey Fischer

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Huffines Communities (Dallas, TX) Controller

March 2007 – September 2008

Real estate company with a focus on developing master planned communities and mixed use developments.

- Led department with two general ledger accountants, accounts payable supervisor and a property manager
- Produced financial reporting package to executive management team and third party investors/lenders
- Performed financial analysis on multiple land development projects
- Managed annual audits for multiple entities
- Performed due diligence and valuation procedures on potential acquisitions

Centex Homes (Southlake, TX) Assistant Controller

March 2005 – February 2007

New home builder with a national reputation for quality and excellence.

- Supervised accounting department consisting of one senior accountant and three general ledger accountants
- Provided financial reporting to Corporate and Regional offices as well as to the division management team
- Reviewed the accuracy of budgets and financial projections for multiple projects in the company's portfolio
- Implemented and oversaw Sarbanes-Oxley control procedures
- Provided / recommended alternatives to work processes that increased efficiencies and financial results

Cooper & Stebbins (Southlake, TX) Assistant Controller

March 2002 – February 2005

Real estate company focused on the acquisition, development and management of retail properties, residential neighborhoods and community centers.

- Managed team of two general ledger staff accountants
- Organized all aspects of financial reporting to partners, lenders, and internal users
- Reviewed monthly general ledger reconciliations
- Performed property valuation and acquisition due diligence
- Completed annual tenant audits of operating expenses

Evergreen Alliance Golf Limited (Irving, TX) Senior Corporate Accountant

June 1999 – February 2002

Golf course development and management company that operates both daily fee and private golf courses.

- Trained and supervised team of four general ledger staff accountants
- Reviewed monthly financial statements and supporting schedules of operating entities for golf course owners
- Analyzed cost-of-sales figures for merchandise and food and beverage revenues
- Responsible for monthly reporting and filing of all TABC tax returns

Hicks, Muse, Tate & Furst (Dallas, TX) Property / Staff Accountant

August 1997 – May 1999

Private equity firm with interests in multiple industries including real estate, technology, media, and food.

- Oversaw reporting of investment projects including commercial, residential, hotel, and resort properties
- Generated monthly financial statement packages for all overhead (investing) entities
- Reconciled inter-company equity and debt balances
- Acted as a liaison between the investors/ partners, property managers, lenders and other critical key elements that made up the investment structure

Education

B.S., Accountancy, University of North Texas, Denton, Texas

B.B.A., Finance, University of North Texas, Denton, Texas

Corey Thomas

Executive Director of Information Services

Contact

6040 Parker Blvd, Apt 128
North Richland Hills, TX 76180
(214) 223-1362
cthomas@bluelearning.com

Education

University of Arkansas-Grantham
Associate of Science in Computer Science
(GPA: 3.14)

University of Arkansas-Grantham
Bachelor of Science in Computer Science
(GPA: 4.00 – Cum Laude)

Military

United States Navy
Information Systems Technician
(Nov. 1995-Sept. 2006)

Training

NEC IT-2735
Information Systems Administrator

NEC IT-2730
SNAP III System Administrator

NEC IT-2780
Network Security Vulnerability Technician

Google Project Management Professional

Cisco Certified Network Associate
(CMNO)

Cisco Certified Network Associate (CCNA)

Responsibilities/Experience

- 18 years of experience at ResponsiveEd working with K-12 charter schools.
- Responsible for Corporate and campus infrastructure upgrades.
- Work with Infrastructure Services on Cyber Security plans and procedures.
- Meet with department heads, managers, supervisors, vendors, and others, to solicit cooperation and resolve problems.
- Ensure the campuses have all hardware required for testing and daily instruction.
- Ensure the campuses have all technical support needed for testing and daily instruction.
- Oversee daily operations of the Information Services team to establish priorities and set deadlines.
- Work with both corporate and campus personnel to ensure support is being met for both hardware and software needs.
- Review project plans to plan and coordinate project activity.
- Stay abreast of advances in technology.
- Develop and manage work breakdown structure of information technology projects.
- Work with the Information Services team on the integration of all software solutions for ResponsiveEd.
- Responsible for Data and Voice cabling infrastructure installations.
- Work with ISP vendors to order both Data and Voice for campus use.
- Assign duties, responsibilities, and spans of authority to project personnel.
- Responsible for coordinating campus technology upgrades and hardware refreshes.
- Responsible for procurement of hardware and software for corporate and campus use.
- Develop or update project plans for information technology projects including information such as project objectives, technologies, systems, information specifications, schedules, funding, and staffing.
- Prepare project status reports by collecting, analyzing, and summarizing information and trends.
- Direct or coordinate activities of project personnel.
- Establish and execute a project communication plan.
- Prepare purchase orders and send copies to suppliers and to departments originating requests.
- Purchase necessary equipment.
- Respond to customer and supplier inquiries about order status, changes, or cancellations.
- Conduct annual inventory of all hardware at campuses and corporate offices.
- Identify, review, or select vendors or consultants to meet project needs.
- Monitor or track project milestones and deliverables.
- Plan and organize campus hardware refresh cycles and implement distribution of hardware.

Elaine Plybon

(eSchool curriculum, instruction, and school leadership)

3225 Cavalry Ridge Ct., Fredericksburg, VA 22408

Email: eplybon@gmail.com

Tel: 817-658-6899

Professional Experience

National Director of Virtual Learning October 2021 - present | Blue-X Virtual, Lewisville, Texas

- Implementation and oversight of a nationwide virtual learning program
 - Two virtual schools in Arkansas (iSchool Virtual Academy and Premier High School)
 - One virtual school in Ohio (CareerPrep Virtual High School)
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision of curriculum and instruction teams
- Ensure compliance with various state and federal regulations
- Research and ensure compliance with state-specific and federal regulations related to proposed and ongoing initiatives and programs
- Create processes for system development and implementation and monitor for fidelity
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement innovative processes
 - Curriculum design for student engagement
 - Instructional models to build community in virtual settings
 - Identification, response, and monitoring for at-risk students

Director of Personalized Learning Opportunities July 2019 - October 2021 | Keller ISD, Keller, Texas

- Oversight of district online and blended learning programs.
- Create processes for system development and implementation and monitor to ensure fidelity of implementation
- Development of partnerships across departments and with stakeholders and community members
- Develop informative, data-based reports to demonstrate program efficacy to board members and community members
- Develop and implement intervention processes including identification, response, and monitoring for at-risk students
- Ensure compliance with applicable district, state, and federal regulations
- Management of district participation in statewide virtual learning programs
- Strategic planning for sustainability and growth of programs
- Evaluate staffing and create new positions as needed to support the needs of programs
- Supervision and evaluation of staff, including two coordinators, 30-50 teachers, four facilitators, and 50+ mentors
- Fiscal responsibility and budget management

Coordinator of Virtual and Blended Learning 2017-2019 Keller ISD

- Coordination of the district online and blended learning program.
- Supervision of online teachers, mentors, and district facilitators of online and

- blended classes.
- Collaborate across district departments to serve the needs of students.

Facilitator of Transformative Learning–CTE, Innovation, and Virtual Learning

2015–2017 Keller ISD

- Research, development, and implementation of the district’s first online learning program
- Implementation of strategies for meeting the unique needs of students with special needs
- Presentations to school board for approval of programs, funding and to provide progress updates
- Instructional coach for district Career and Technology Education (CTE) teachers
- Planning and delivery of professional development based on identified areas of need for teachers

Instructional Resource Trainer 2013–2015 Keller ISD

- Instructional coaching support for district secondary science teachers
- Instructional design support in the area of technology integration
- Member of Science curriculum development teams

Instructional Technology Specialist and Online Teacher 2009–2012 Irving ISD

- Instructional coaching and support of campus teachers
- Needs assessments and planning/delivery of professional development
- Collaborative work with campus professional learning communities (PLCs)
- Member of Campus Improvement Committee (CIC)
- Chair of the staff development committee
- Project manager for online curriculum-writing teams
- Taught Professional Communications online

Coordinator, The Infinity Project 2008–2009 Southern Methodist University

- Planning, delivery, and coordination of professional development for middle and high school teachers
- Assisted with the logistical operations of the project

Science Instructional Specialist 2007–2008 Irving ISD

- Support campus science teachers
- Design and deliver enrichment activities for students to learn critical standards in science
- Taught science classes in Integrated Physics and Chemistry.

Secondary school teacher 2005–2008 Aledo ISD

- Taught Biology, Chemistry, and Geology/Meteorology/Oceanography
- Member of district health committee
- Performed duties as campus technology support

Education

Graduate Certificate in Educational Leadership, 2019 Lamar University (18 hours)

Master of Arts, Sociology 2015 Sam Houston State University

Bachelor’s Degree, Biology 2004 Wichita State University

Awards and Honors

Outstanding Commitment to Excellence and Innovation in Digital Learning 2023, Texas Distance Learning Association
EduJedi Innovator 2020, The Learning Counsel
20 to Watch Education Technology Leader 2014 National School Boards Association
Instructional Technology Specialist of the Year finalist 2012 Texas Computer Education Association (TCEA)
Leader of the Year 2012 Discovery Educator Network
Leadership Award 2011 Discovery Educator Network

Licenses and Certifications

Ohio Certified Educator, Principal 5-12
Texas Certified Educator, Principal as Instructional Leader PK-12, Science 8-12, Speech 7-12, English as a Second Language
Certified Design Futurist 2021 Institute for the Future in Palo Alto, California
Certified Forecast Practitioner 2016 Institute for the Future in Palo Alto, California.

Education Endorsements

Curriculum Leadership Academy Fellow 2019 Texas ASCD (40 hours)
AVID Summer Institute 2019 AVID
Curriculum Design and Assessment 2015-2016 International Center for Leadership in Education (ICLE)
Engage2Learn Coaches Academy 2015 Engage2Learn
Mentor Training – Train the Trainer 2014 Ginger Tucker
VESTED Approach Train the Trainer 2013 The Kolak Group
Sheltered Instruction Observation Protocol 2005 Region XI
Gifted and Talented Core 2005 Region XI

Community Service and Leadership

Area 11 Director 2019-2021 Texas Computer Education Association (TCEA)
President TCEA Virtual Learning Special Interest Group 2016-2019

Georgia Kalligeris

1301 Waters Ridge Drive • Lewisville, TX 75057 • (972) 316-3663 x294 • gkalligeris@responsivedtx.com

— Professional Summary —

- **Highly experienced professional** with expertise in managing and supporting the implementation of Enrollment, Student Information, Academic-Related, and Communication Systems for school districts.
- **Experienced systems business analyst** with a 15-year record of success in gathering & documenting business requirements, designing & testing applications, project management, user training & support, as well as monitoring for continuous improvements.
- **Expert in systems/process design, cost-reduction strategies and re-engineering.** Known for innovative problem solving, complex troubleshooting, process improvements and skillful relationship-building with internal employee teams & external vendors.

Experience

ResponsiveEd – Lewisville, TX

Responsible for the management & support of the Districtwide Student Enrollment and Tracking System.

EXECUTIVE DIRECTOR OF PEIMS & 3RD PARTY APPS,

Proven ability to serve as a liaison between districts and the Texas Education Agency (TEA) for the implementation of PEIMS-related changes. Experienced in overseeing a team responsible for State and Federal submissions, compliance, and data reporting. Skilled in facilitating discussions with key stakeholders to streamline data collection processes and procedures. Strong knowledge of Texas Education Code, Texas Administrative Code, and related state policies.

Key Results:

- Support district implementation and management of Enrollment, Student Information, and Communication Systems for accurate student data collection and reporting.
- Oversee a team responsible for coordinating data collection and state and federal-mandated submissions.
- Manage the creation of school calendars to ensure compliance with state requirements.
- Direct the compilation of district funding data, submitted every 6 weeks, and processed waiver requests for Low ADA, Missed School Days, Homebound Services, and Professional Development Days.
- Train school staff on PEIMS-related data entry and maintenance within the Student Information System (SIS).
- Partner with a team to develop data dashboards for improved visualization of trends and discrepancies.
- Facilitate discussions with Campus and Department Leaders to streamline data collection processes.
- Maintain up-to-date knowledge of the Student Attendance Accounting Handbook, Texas Education Code, Texas Administrative Code, and TSDS Web-Enabled Data Standards (TWEDS).

**PEIMS: Public Education Information Management System encompassing all data requested and received by TEA (Texas Education Agency) about public education, including student demographic and academic performance, personnel, financial, and organizational information.*

EQUATOR – An Altisource Business Unit, Plano, TX

Responsible for delivering large-scale projects (> \$1 million) by building or enhancing best practice/enterprise application solutions for the industry's largest default mortgage Servicers.

Senior Business Analyst, 7/12 to Present

Playing a key role in developing application solutions utilizing either Waterfall or Agile methodologies. Responsible for providing functional requirement documents for applications with multiple integration points, as well as managing project prioritization, delivering cost estimates, and leading client testing efforts along with appropriate issue handling/resolution.

Key Results:

- Leading discovery sessions with clients
- Leading design sessions with developers, testers and subject-matter experts to establish the technical vision, and analyze tradeoffs between usability and performance needs.
- Managing several aspects of the SDLC (functional approval, test planning, test execution, issue resolution, product support/training).
- Performing product demo sessions for clients.

EFG EUROBANK S.A., Athens, Greece

Responsible for the analysis of processes and the development of an application that influenced daily operations of 1000 employees, under one of the bank's General Divisions which granted more than 2 billion Euros in new loans (for 2010).

Senior Business Analyst / Project Manager, 6/08 to 06/12

Played a key role for documenting & analyzing end-to-end workflow processes, as well as adopting re-engineering methods for efficiency maximization. Co-managed a project that had the scope of replacing the software program for small business loans applications.

Key Results:

- Developed automated tools in Excel for: loan expense calculations, determination of supporting documentation needed based on the product requested, capacity projection model.
- Worked with all levels of management to drive consensus, collaboration and forward momentum toward the completion of project milestones as well as to optimize business processes.
- Guided a team of business analysts for the software program migration project.
- Monitored the impact of business process re-engineering results.

THE BANK OF CYPRUS, LTD., Athens, Greece

Responsible for the deployment of many applications of this private bank's wide range of banking services.

Senior Business Analyst / Team Leader, 1/04 to 6/08

Regarded as one of firm's leading subject matter experts (SMEs) on retail banking services projects, leading various phases of requirements gathering, application design & testing, documenting training materials & procedures, providing help desk support, and monitoring necessary maintenance.

Key Results:

- Delivered cost-reduction & profit-improvement software program solutions in the areas of: Loan Application & Processing, ATM services, Credit Cards, Teller System, Payment Services, and Product Parameterization.
- Coordinated & monitored the progress of all IT-related projects, as well as reported & presented the results for several committees. Successfully established the operation for the Projects Coordination Office (06/04 – 11/06).
- Supervised & mentored a team of 6 system business analysts (12/06 – 6/08).
- Interfaced directly with all levels of management and vendors so as to achieve successful results in the software development life cycle.

EGNATIA BANK S.A., Athens, Greece

Large privately-owned bank specialized in personal loans (especially housing & automobile).

Business Analyst, 12/01 to 1/04

Regarded as an internal consultant with an emphasis in reviewing documented processes and suggesting possible feasible solutions for improvement.

Key Results:

- Studied processes mainly performed in the Loans Center, such as receiving & processing applications, handling customer routine requests, and handling late payments.
- Lead Analyst in a pilot study for the assessment of a Cash Management software program.
- Involved in testing work-flows of loan processing software applications. Also performed duties of a Help Desk agent for users with routine requests for these applications.

THE CHASE MANHATTAN BANK, New York City, NY

Leading global financial services firm - FORTUNE 500 Company.

Business Analyst, 3/00 to 6/01

Played a key role in documenting & timing processes, as well as suggesting possible areas for re-engineering efforts.

Key Results:

- Assigned to projects that involved end-to-end workflow process analysis so as to support capacity, staffing, unit cost, and process redesign efforts for efficiency maximization.

Education

ZICKLIN BUSINESS SCHOOL – THE CITY UNIVERSITY OF NEW YORK, New York City, NY

Master of Business Administration (MBA) in Finance & Investments, 1999

- Graduated with a GPA: 3.4

DEREE COLLEGE – THE AMERICAN UNIVERSITY OF GREECE, Athens, GREECE

Bachelor of Science (BS) – Double Major: Management & Accounting, 1997

- Honors: Dean’s List (multiple semesters); graduated with honors (GPA: 3.5)

Technology

- Microsoft Office (Word, Excel, PowerPoint, Project, Visio, Snagit)
- Core Banking Platforms (IBM AS/400, Globus)
- ColdFusion, ServiceMart
- MS Silverlight Development Platform
- Oracle CRM Application (PeopleSoft Enterprise Support)
- Wincor Nixdorf’s Cash Cycle Management Application

Attributes

- US Citizen – Able to work in the US without sponsorship. Bilingual – Fluent in English and Greek.
- Willing to travel less than 10%, however able to visit clients’ premises within reasonable city limits.
- Member of the Hellenic Organization of University Graduates of America (HOUGA). Served as President (10/99-6/01), Treasurer (6/98-10/99), and Representative to the Federation of Hellenic Societies of Greater NY (6/98-6/01).
- High School Distinctions: Best Scholar Athlete (1993), National Honor Society (3 years), School representative to the local community (Distinction Award).

Jaime A. Callahan, EdD

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PROFESSIONAL EXPERIENCE

RESPONSIVE ED, LEWISVILLE, TEXAS

Executive Director of Academics – August 2024-Current

- Oversees the departments and programs responsible for school improvement, CCMR, CTE, Prekindergarten, and MTSS.
- Provides strong, dynamic academic and administrative leadership fosters an exemplary educational environment which encourages teaching, and learning excellence
- Possesses the vision to guide the organizations academic programs into the future
- Advocates and promotes quality instruction, student success, and integrated planning to meet the educational needs of students in multiple educational models
- Works within a team to analyze data, coordinate services (such as Special Education and Title Programs), and implement strategies and initiatives to improve teaching, learning, and leadership
- Works with the instructional staff to oversee, coordinate and ensure school-level support and development of teaching, learning, and leadership excellence
- Oversees the design and implementation of comprehensive professional development for team and school
- Provides innovative and successful academic leadership and vision in teaching and learning
- Works collaboratively with the senior academic team and school brand leadership to select, review, purchase, and support implementation of new curriculum
- Works with senior academic team to review student performance data, through the lens of teaching and learning, as well as achievement, to meet brand and district standards
- Provides guidance to, and receives direction from the Chief Academic Officer and other representative stakeholders regarding the planning, implementation and review of academic programs, services, activities and related matters
- Participates in the planning of new facilities for the purposes of instruction and student services
- Understands and promotes the role and use of technology in the instructional environment
- Represents the organization as a senior academic officer at state meetings and conferences, serves as organization's representative on committees, commissions, and other activities, makes presentations at meetings, workshops, and events, as assigned
- Prepares, submits, and monitors the annual budget for areas of responsibilities
- Trains, supervises, evaluates, and directs the work of assigned personnel

MSB SCHOOL SERVICES, AUSTIN, TEXAS (REMOTE)

Vice President of Sales - March 2024-Current

- Manage all sales and marketing team members and processes for \$65 Million Medicaid to Schools (SHARS) billing and IEP documentation company
- Develop and execute strategic sales plans to achieve revenue targets and drive business growth
- Lead and manage the sales and marketing team, including hiring, training, and performance management
- Establish sales processes and methodologies to optimize sales efficiency and effectiveness
- Build and maintain strong relationships with key customers, partners, and stakeholders
- Analyze market trends and customer needs to identify new business opportunities and drive product development initiatives
- Create and maintain sales department budget
- Monitor sales performance metrics and KPIs and implement measures to improve sales productivity and effectiveness
- Provide sales forecasts, reporting, and data analysis insights to senior management to support decision-making processes
- Represent MSB at industry events, conferences, and networking opportunities to promote brand awareness and generate leads.
- Keep abreast of industry developments, competitor activities, and market trends to inform sales strategies and tactics

Executive Director, May 2023-March 2024

- Attend conferences and trade shows to identify partnerships
- Initiate feedback from clients to measure success of the relationship, confidence in program specialist, and other team members
- Schedule regular meetings with customers to ensure they are receiving the services promised
- Create experiences with stakeholder-level personnel to strengthen and grow additional partnerships
- Utilize the company's CRM to analyze data at it applies to meeting Medicaid deadlines and company performance objectives (i.e. Annual Cost Reports)
- Ensure maximum financial potential are achieved prior to submission due dates and deadlines
- Monitor sales pipeline momentum to target and market sales efforts
- Look for opportunities to up-sell or cross-sell services and products
- Analyze and evaluate financial data, district statistical data, to determine trends and areas of improvement
- Meet regularly with Program Specialists to provide support and coaching

DALLAS BAPTIST UNIVERSITY, Dallas, Texas

Adjunct Professor and Methodology Committee Member, May 2022-Current

- Research Professor for Educational Leadership doctoral students
- Review methodology chapters of student dissertations prior to proposal and final defense

HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas

Director, Accountability and Assessment – November 2019-May 2023

- District Testing Coordinator – Coordinate all activities for state testing program including STAAR/EOC, STAAR Alt 2, TELPAS (100% online district by spring 2022 prior to deadline); dedicated training for teachers and staff on new STAAR/EOC item types (to be featured on spring 2023 tests); present district score updates to Board of Trustees (STAAR, MAP, TAPR, workshop trainings); oversee testing activities and professional learning for all Campus Testing Coordinators
- Report to Superintendent and Board of Trustees on district Accountability including ratings, school and federal report cards, monitor Results Driven Accountability (RDA) requirements and data submission, monitor Intervention, Stage, and Activity Manager (ISAM); CCMR; SAT/ACT/AP; Industry Based Certifications (IBCs)
- ESL Coordinator - Coordinate district program for English as a Second Language students in Grades PK – 12; TELPAS; LPAC coordinator and member; Skyward coding; oversee ESL teachers
- Coordinate all activities, professional learning, training for NWEA MAP Growth K-8
- Coordinate activities and training for PreK CLI Engage CIRCLE assessment
- Professional Development – Winter Learning Conference, New Employee Orientation, Back to School District Training
- Lead Inclusive and Respectful Schools Sounding Board; organized first annual CultureFest for the HPISD district and community
- Community-Based Accountability – Texas Public Accountability Consortium (TPAC) member from 2019-2022
- Recipient of district-level Heart at Work award 2022 (parent recommendation)
- Region 10 Presenter – New DTC Academy
- Coordinate HB 4545 activities; Superintendent's designee for HB 4545 Accelerated Learning Committee meetings
- Member of School Health Advisory Council (SHAC) 2017-2023
- Approve all requests to conduct research in HPISD
- Facilitate National Board Certification cohorts of teachers

Curriculum Specialist/ESL Coordinator – August 2018-November 2019

- Coordinate and lead teachers in Grades K – 12 in improving student learning through curriculum, instruction, assessment, and professional development/collaboration
- Redesign of HPISD Curriculum website
- K-12 ELA New TEKS professional learning and coordination of adoption of new instructional materials

K-12 STEAM (Science, Technology, Engineering, Art, Math) Instructional Coach – July 2017-August 2018

- Provide comprehensive instructional coaching for teachers in STEAM education

**MCCULLOCH INTERMEDIATE SCHOOL/HIGHLAND PARK MIDDLE SCHOOL,
HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT, Dallas, Texas**

5th Grade Science Teacher –Standard, Aug 2006 – 2016

8th grade Science Teacher – Standard and TAG, Aug 2016 - May 2017

**SAM HOUSTON MIDDLE SCHOOL, IRVING INDEPENDENT SCHOOL DISTRICT, Irving,
Texas**

6th Grade Math Teacher 2001-2003

6th Grade Science Teacher 2003-2006

PRIOR PROFESSIONAL EXPERIENCE, Houston, Texas

Corporate Human Resources (Training and Recruiting), Sep 1996 – Aug 2001

PROFESSIONAL AWARDS AND ACCOMPLISHMENTS

- Presented SHARS for Campus Leaders at the Rigor, Relevance, and Relationship Conference (RRR) Cy-Fair ISD 2024
- Member of Delta Kappa Gamma Educational Society, Delta Omicron Chapter, Second Vice President position for Membership, 2014-2023
- Published “Encouraging Retention of New Teachers Through Mentoring Strategies” article, Delta Kappa Gamma Bulletin, a peer-reviewed, academic journal, Fall 2016.
https://www.dkg.org/images/2016_Jour_83-1_Early-Career-Educators_Cover-web.jpg
- Awarded the 2016-2017 Member in Print Award by The Texas State Organization and Delta Omicron Chapter of The Delta Kappa Gamma Society International for “Encouraging Retention of New Teachers Through Mentoring Strategies” article published in the Delta Kappa Gamma Bulletin, Fall 2016 and DBU Journal for Educational Leadership, Fall 2018
- Presented “Mentoring as a Retention Tool” at Delta Kappa Gamma chapter meeting, Nov. 2016
- Present Qualitative data collection and analysis for doctoral students – DBU

EDUCATION

Dallas Baptist University, Dallas, Texas

Doctorate of Educational Leadership K-12, May, 2018

Southern Methodist University, Dallas, Texas

Master of Education, December 2009

Texas State University, San Marcos, Texas

Bachelor of Science, May 1996

TEXAS TEACHER CERTIFICATIONS (VALID THROUGH MAY 2026)

- Superintendent, EC-12
- Principal, EC-12
- English as a Second Language Supplemental, EC-12
- Mathematics, Grades 4-8
- Science, Grades 4-8
- Generalist (Math, Science, Language Arts, Social Studies), Grades 4-8
- Physical Education, Grades EC-12

JAMES TAYLOR

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EXECUTIVE PROFILE

- Executive Leader with a unique background in and deep knowledge of business systems, finance, and development of software application systems with the ability to translate complex business, technology, and fiscal requirements into workable solutions for fast-paced, high growth environments.
- Career includes over 14 years experience as the Chief Financial Officer of one of the largest and most successful public charter school networks, which includes over 100 schools and 25,000 students. During this time he also served over 5 years as the CEO of the charter management organization, Blue Learning, providing back-office management services to this same charter school network.
- Skilled at setting up new organizational infrastructures and analyzing and leveraging large quantities of data to develop strategies and influence executive and business decisions.
- Passionate about leading high performing, lean teams to exceed customer expectations and to deliver complex systems in record time. Inspires confidence and collaboration among team members and serves as a trusted advisor to peers and executives.

EXPERIENCE

BLUE LEARNING, Flower Mound, TX 2014 – Present

Blue Learning, formerly known as ResponsiveEd School Services, is a 501c3 non-profit organization providing innovative, character-based, results-oriented learning solutions to K-12 schools across the country within various systems of education. The organization provides charter management organization (CMO) services, i.e. back-office services, for charter schools and networks. Services are currently provided for the ResponsiveEd Texas and ResponsiveEd Arkansas schools.

Chief Executive Officer 2017 – Present
Chief Financial Officer 2014 – Present
Board Member 2021 – Present

RESPONSIVE EDUCATION SOLUTIONS, Lewisville, TX 2009 – Present

Responsive Education Solutions is a charter school system that operates over 100 campuses across Texas and Arkansas, serving more than 25,000 students utilizing 6 academic models.

Chief Financial Officer 2010 – Present
Chief Technology Officer 2015 – Present
Senior Software Developer 2009 – 2010

Serves as the company's most senior financial officer and a member of the Executive Leadership Team, which establishes strategic plans, growth projections, new services, executive hiring decisions, and organizational improvement initiatives. Provides leadership to Finance and Information Services, directing a team of over 80 professionals in these areas. Oversees planning, implementation, and maintenance of hardware, software, and networking systems for more than 100 locations, providing full corporate support, in addition to multiple computer-based and online curriculum programs. Also provides oversight and planning for the Arkansas charters.

SIEBEL SYSTEMS, INC., San Mateo, CA

1996 – 2000

Siebel was a software company that developed and sold CRM solutions. From 1996 – 2000 Siebel was recognized as the fastest growing company ever with annual revenue exceeding \$1 billion. Oracle acquired Siebel for \$5.8 billion in 2005.

Director of Partner Education

1999 – 2000

Senior Enterprise Architecture Specialist, Consulting Services Group

1996 – 1999

Recruited to join Siebel's 3-member startup/newly created Services Group immediately following negotiation of its largest deal to date, a \$12 million software and hardware installation engagement for Cisco Systems. In 1996 Siebel was in rapid growth mode and was recognized as one of the fastest growing companies in the U.S.

Developed deep expertise of the technology and utilized sophisticated communication skills that resulted in assignments to accounts facing particularly difficult technical issues. Assigned to key customers including Dial, Informix, Compaq, and LSI Logic. Provided support to customers, account managers and consulting on application design, implementation, and deployment of Siebel Enterprise applications. High pressure and fast-paced.

ORACLE CORPORATION, Redwood Shores, CA

1990 – 1993 & 1994 – 1996

(NYSE: ORCL) Oracle is a \$40 billion global technology and consulting organization.

Principal Consultant

Recruited to return to Oracle as a Senior Consultant and was rapidly promoted to Principal Consultant. Managed client relationships, developed proposals, and led design and software development teams. Analyzed, designed, and developed business systems using decomposition, standards development, and programmed databases and screens.

AURUM CORPORATION, Santa Clara, CA

1993 – 1994

(NASDAQ: AURM) Aurum Software was a startup company that developed the first complete front office business enterprise software solution. Customers included HP, Deloitte, and BCBS. BAAN acquired Aurum in 1997.

Staff Consultant

Recruited to a start-up to develop proposals and to design and implement customer resource planning (CRP) software for Hitachi Software.

EDUCATION

UNIVERSITY OF CALIFORNIA HAAS SCHOOL OF BUSINESS, Berkeley, CA

MBA 1996

CALIFORNIA INSTITUTE OF TECHNOLOGY, Pasadena, CA

B.S. Electrical Engineering 1990

DALLAS THEOLOGICAL SEMINARY, Dallas, TX

Coursework toward ThM degree 2005 – 2008

SELECTED MEDIA COVERAGE

<http://arkansasnews.com/news/arkansas/pine-bluff-charter-school-expected-grow-official-says>

<http://www.arkansasonline.com/news/2014/jan/10/education-board-upholds-decision-denying-redfield-/>

JASON DANIEL BERNAL

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EXPERIENCE

Responsive Education Solutions

Lewisville, TX

Superintendent – Premier High Schools

June 2019 – Present

- Establish and implement strategic goals and objectives that focus on student growth and achievement.
- Select, supervise, monitor and evaluate the performance of school Regional Directors and Campus Directors at all schools.
- Work with campus-based leadership teams and the finance department to ensure all schools are fiscally responsible.
- Improve school performance through data-driven accountability, coaching and professional development.
- Collaborate with marketing teams to recruit and retain students.
- Assist schools in accessing various department resources to address campus needs.
- Deliver regular status briefings on all schools to the Responsive Education CEO.

Houston Independent School District

Houston, TX

School Support Officer

January 2017 – June 2019

- Supervise, coach and evaluate performance of 12 campus principals.
- Coach principals on identifying, creating and ensuring effective process and procedures for their campus.
- Set measurable and achievable goals with campus principals focused on student academic growth, teacher growth, and school safety.
- Lead instructional rounds at each campus and work with school teams to develop improvement strategies.
- Facilitate the coaching and mentoring of new principals
- Implement policies established by federal and state laws, State Board of Education rule, and local Board policy in the areas assigned.
- Oversee local, state, and federal budgets.
- Process concerns expressed by parents, personnel, and other community members.

Houston Independent School District

Houston, TX

Chief School Officer

June 2015 – January 2017

- Recruited, selected, supervised, monitored and evaluated the performance of school support officers and principals at all level schools
- Appraised principals in accordance with district and state policies
- Represented the superintendent of schools as an official of the district. Communicated the district's initiatives and strategies for increasing student achievement and promoting the district as a whole.
- Assisted school-based leadership with the planning and implementation of the School Improvement Plans, including training for shared decision-making practices, conflict resolution, and parent and community participation
- Assisted schools in accessing available instructional, supervisory, and facilities management resources including preparing and monitoring of budgetary allocations for schools and staffing reports
- Delivered regular status briefings on all schools overseen to the Superintendent, HISD Cabinet, and the Board of Trustees
- Improved schools through data-driven accountability, coaching, and professional development
- Developed campus leadership teams to improve management efficiency

YES Prep Public Schools

Houston, TX

President and CEO

June 2011 – May 2015

- Establish and lead YES Prep’s philosophy, mission, strategy, priorities, and annual goals and objectives.
- Implement the strategic goals and objectives of the district and providing on-going reports to all stakeholders.
- Manage and coach six direct reports (vice presidents) who are collectively responsible for management of 700+ administrators, supervisors, principals, teachers, and all other persons employed in either the business management or the instructional activities of district.
- Build and maintain strong, effective relationships with Board members, fellow Superintendents, supporters, and other key constituents.
- Proactively identify and respond to both opportunities for and risks to the district. Successfully negotiated and implemented partnership agreements with Aldine ISD, KIPP Houston, North Forest ISD, and Spring Branch ISD.
- Oversee a budget of \$100 million.
- Perform all the duties and accept all of the responsibilities required of a Superintendent/President as prescribed by the Education Laws of The State of Texas and the rules and regulations of the YES Prep Board of Trustees.

YES Prep Public Schools

Houston, TX

Chief Operating Officer

August 2009 – June 2011

- Developed and oversaw implementation of a strategic management plan that sustained the operational health and stability of YES Prep Public Schools.
- Organized and managed district-wide operations, including risk management, facilities planning and development, maintenance, employee benefits, food, transportation, and other related functions.
- Directed the implementation of systems for the accurate tracking and timely reporting of critical data such as PEIMS, Comp Ed, T-Stem, CREDO Plan, and others.
- Assisted in the development of the YES facilities plan and directed its administration including contract negotiation, documentation, prioritizing, design, construction, security, and maintenance of real estate.
- Directed the administration of food and transportation services for all campuses, including, but not limited to, menu planning, bus routing, accurate counting, and claiming of state funds.
- Maintained close working relationships with other members of Home Office Team, principals, and relevant campus staff to ensure exchange of best practices, coordination of efforts, and support for the operations department.
- Supervised and evaluated eight direct reports, including providing coaching and mentoring to direct and indirect reports by assisting them in developing their goals for the year and monitoring their progress throughout the year.

YES Prep Public Schools

Houston, TX

Head of Schools

August 2010 – June 2011

- Assisted principals in setting strategy and driving each functional area – student achievement, program, operations, finance, campus culture.
- Worked with principals and campus leadership teams to create Campus Strategic Goals (CSGs) that were ambitious and aligned with YES Prep vision and organizational direction.
- Developed appropriate action plans for implementing individual campus strategy.
- Partnered with home office staff to develop system-wide strategic plans and supported principals with effective implementation processes.
- Worked with principals to develop individualized professional development plan.

YES Prep Public Schools – Southeast Campus

Houston, TX

Principal

July 2009 – July 2010

- Effectively led campus to ranking of #68 in the nation by *US News and World Report*
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
- After transitioning to next role, served as coach and mentor for current YES Prep-Southeast School Director.

YES Prep Public Schools – Southwest Campus

Houston, TX

Principal

July 2006 – July 2009

- Effectively “turned around” an underperforming school into one of the top two performing schools in the YES Prep district, as evidenced by: increased enrollment from under-enrolled to a waitlist of over 900 students; improved district exam scores for three consecutive semesters in all grade levels and subjects; increased state exam scores

for three consecutive years, which earned an “Exemplary” rating by the Texas Education Agency for the 2008-2009 school year; increased parental involvement; and increased staff, parental, and student contentment.

Accomplished these results through:

- o Revised school schedule to improve state testing and district testing results – specifically in math and reading;
 - o Improved meeting system to ensure accountability and strengthened communication between school administration and instructional staff;
 - o Created and oversaw parent organization that successfully fundraised and volunteered for school;
 - o Created school discipline system that effectively rewarded students for accomplishments and good behavior;
 - o Modified the after-school program that enhanced homework accountability and parent involvement;
 - o Enacted school-wide initiative promoting positive behavior intervention strategies which directly related to the improvement of behavior and higher achievement in classes’
 - o Created school-wide community service initiative.
- Planned and directed campus instructional program, supervised and evaluated the performance of staff, and oversaw campus budget.
 - Served as coach and mentor for future YES school leaders, providing increased responsibility and ongoing feedback to rising leaders.
 - Based on successful turn-around at YES Prep-Southwest, selected as school director of YES Prep-Southeast to improve scores and culture.

YES Prep Public Schools – North Central Campus

Houston, TX

Founding Principal

July 2003 – June 2006

- Earned “Exemplary” rating from Texas Education Agency in first year of operation.
- Recruited staff and students to start second campus of YES Prep Public Schools.
- Planned and directed campus instructional program by observing classroom instruction on a regular basis, conferencing with staff, and carefully analyzing assessment data-related to student performance.
- Planned, implemented, and evaluated a comprehensive program of personal guidance designed to assist students in achieving optimal success on all fronts.
- Oversaw an annual budget based on program needs, estimated enrollment, staffing, and other fiscal needs and with allotted amounts, implemented programs, maintained fiscal control, and accurately and responsibly reported all fiscal information.
- Supervised and evaluated the performance of professional and paraprofessional staff members assigned to the campus.
- Created community service program for all students.

YES Prep Public Schools

Houston, TX

Middle School Teacher

January 1998 – June 2003

- Taught 6th grade World History, 7th grade Texas History and Introduction to American History.
- Taught 6th and 7th grade Spanish classes.
- Served as Spanish department chair. Responsible for overseeing and implementation of curriculum and mentoring new teachers.
- Served as 7th grade-level chair. Responsible for overseeing all aspects of the 7th grade including academic probation, tutorial sessions, development and implementation of curriculum, mentoring new teachers and serving as the official liaison between the 7th grade and administration.
- Coordinated school-wide after school program consisting of 23 clubs and sports for approximately 400 students.
- Coached high school baseball team.

EDUCATION

Sam Houston State University
Masters of Education in Administration

Huntsville, TX

Montana State University – Billings
Bachelor of Arts, Spanish
Minor in History

Billings, MT

MEMBERSHIPS

Families Empowered
Board Member

Houston, TX
July 2014 – Present

- Families Empowered is a nonprofit organization founded to support the escalating number of families searching for a great school for their child.

Pahara Institute
Fellow

San Francisco, CA
February 2014 – Present

- The Pahara Institute is a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high potential leaders who are reimagining public education, so that every child in America has access to an excellent public school.

American Leadership Forum
Fellow

Houston, TX
February 2013 – Present

- ALF's mission is to join and strengthen diverse leaders to better serve the public good. The Fellows Program strengthens Fellows' capacity to address public issues collaboratively and builds a strong leadership network. Fellows are nominated by peers and selected by ALF.

JOE DEPROSPERO

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214-437-4534 ▪ jdeprosp@yahoo.com

SENIOR FINANCE EXECUTIVE

Extensive background in financial leadership within a variety of environments, including C-level and VP-level roles/responsibilities. Consistent track record of achievements in finance and other functional areas, including profit growth, operations expansion, company acquisition, sale and IPO, and supply chain success. Recipient of multiple awards and recognitions. MBA degree.

Overview:

Insightful, pragmatic senior executive who maintains a forward-thinking approach to organizational growth, including strong partnerships between finance and other business functions. Sharp planner and analyst with sound decision-making skills; consistently effective in ensuring robust bottom-line performance. Highly effective builder and leader of top-performing teams; respected partner and confidant to C-level and senior management team members. Success in implementing systems, tools, and procedures to create solid financial frameworks.

Core Competencies:

Full Financial Statement Accountability; Financial & Business Planning; IPO/M&A Preparation; Budgeting, Forecasting & Modeling; Strategic & Analytic Rigor; Relationship Building; Profitability; Team Building & Leadership; Treasury Operations; Strategic Partnerships/Alliances; Fact-Based Decision Making; Balanced Scorecards

PROFESSIONAL EXPERIENCE

RESPONSIVE EDUCATION SOLUTIONS – Lewisville, TX – 2023-Present

Non-profit charter management organization including approximately 100 campuses and over 20,000 students with revenues of approximately \$300 million

Chief Financial Officer - Texas

Hired as CFO after serving as a volunteer on the Board of Directors for five years. Responsible for the activities and output of a department of 30 including general ledger, purchasing, accounts payable, payroll, financial systems, and financial planning & analysis. Leveraged prior business experience coupled with learned knowledge of the education industry to help lead ResponsiveEd Texas from a slight financial deficit to a material surplus in the first full year of tenure. At the same time, ResponsiveEd Texas improved their Charter FIRST (Financial Integrity Rating System of Texas) rating from a “B” in the previous year to a Superior Achievement “A” rating.

- **Realigned the department** upon hire to better utilize the strengths of the Finance team members to improve overall department performance, service, and effectiveness. Implemented process improvements and controls to enhance the accuracy and timeliness of reported financial results.
- **Reengineered the budgeting process** to make it more driver-based, collaborative and enhance the accountability for campus leaders and corporate department heads.
- **Implemented a forecasting process** that enables Executive leadership to understand the projected surplus/deficit of the charters as well as individual campuses to make decisions that balance fiscal responsibility with providing the best education possible to students.
- **Created a long-range plan model** the organization will use to understand future financial results and cash flow to inform projected financing needs to facilitate continued campus growth.
- **Developed the new campus pro forma model** used to evaluate projected financial results with relevant downside scenarios.
- **Focused on electronic payments** including ACH and virtual payables to dramatically reduce the number of paper checks and increase the proportion of electronic payments from negligible to over 70%.
- **Delivered presentations** to various stakeholders including the Board of Directors, Executive leadership, Brand Superintendents, new campus leaders and external partners including Standard and Poor’s.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ:PLAY) – Dallas, TX – 2006-2023

\$2 billion owner of 200+ entertainment complexes nationwide including both Dave & Buster's and Main Event brands

SVP Finance, 2022-2023 ♦ SVP Finance & Supply Chain, 2020-2022 ♦ SVP Supply Chain & Business Development, 2019-2020 ♦ CFO (interim), 2018-2019 ♦ VP of Finance, 2010-2018 ♦ AVP of Finance, 2006-2010

Progressed through increasingly responsible leadership positions. As Interim CFO, directed all aspects of Finance, Accounting, Internal Audit, Investor Relations, and Purchasing functions. Led team of 5 direct and 70+ indirect reports. Established and executed the overarching Finance strategy to align with top business goals.

As SVP, VP and AVP of Finance, hired and led top-performing team covering Corporate Finance, Operations Finance, Treasury, and Asset Protection areas. Oversaw all aspects of the financial planning process, including development of budgets, forecasts, and corresponding Board presentations. Created and managed various financial analyses, competitive financial information, and tools/methods for decision-making purposes. Built and maintained banking relationships. Led the Finance team through the integration of the acquired 50-unit Main Event Brand.

As SVP Supply Chain & Business Development responsible for purchasing and distribution of food & beverage items, redemption prizes and operating supplies & equipment. During COVID timeframe led closure and reopening of stores along with procurement of sanitation supplies. Implemented 9' x 40' LED "WOW Walls" in 50 stores.

- **Played key roles in company adjusted EBITDA growth from \$70M to nearly \$500M (2006 to 2022).** Evolved the internal culture from an entrepreneurial model to a fact-based, decision-making culture.
- **Enabled \$850 million acquisition of the 50-unit Main Event brand,** including creating the Dave & Buster's long-range plan, modeling synergies, conducting diligence, and collaborating with consultants. Named SVP Finance for the combined company after the transaction was completed in 2022.
- **Coordinated due diligence for private equity sale/IPO,** including validating documents, preparing unique insight, and maintaining virtual data room used by potential buyers/investors. Contributed to sale to private equity firm in 2010 and successful IPO in 2014.
- **Created and implemented the long-range plan model** used for developing strategic plans and communicating projected business outcomes to both the Board of Directors and investment banks.
- **Managed the company capital structure** via refinancing the credit facility multiple times, hedging interest rates, initiating the share repurchase program, and implementing the company dividend.
- **Refined new store pro forma model to facilitate new store investment decisions,** with Dave & Buster's store counts increasing from 47 to 150+ and cash-on-cash returns consistently reaching over 40%.
- **Created analytical tools used to make decisions and inform results,** including pre-to-post net of control framework, ROI tool, competitive information, and Board / management meeting presentations
- **Designed Balanced Scorecards used to evaluate overall performance** at store, region, and company levels as well as designate General Manager and Operations Director of the Year awards.
- **Performed investor relations functions,** including delivering quarterly earnings calls, investor presentations, analyst calls and individual investor meetings. Validated quarterly SEC filings.

ARBY'S RESTAURANT GROUP – Atlanta, GA – 2005-2006

\$1.1B operator of Arby's with 3,500+ company and franchised restaurants.

Director of Planning & Analysis

Hired to navigate the integration of Arby's parent company and the recently acquired largest franchise company in the U.S. Directed team of 5. Presented actual results and planning assumptions to senior leadership and parent company Triarc. Evaluated performance of marketing and presented results to the Operations Region Council.

- **Led all aspects of the budget process following 750-restaurant acquisition** of the former largest restaurant franchise in the U.S. (RTM Restaurant Group).
- **Built complex integrated planning model** that included long-range plan income statement, balance sheet, statement of cash flows, free cash flow, capital forecast, and debt covenant calculations.

CARLSON RESTAURANTS WORLDWIDE (TGI Friday's) – Dallas, TX – 2001-2005/1996-2000

\$1B operator of TGI Friday's and Pick Up Stix restaurants, with 800+ company / franchised restaurants in over 50 countries.

Director of Financial Analysis, Friday's USA (2001-2005) ♦ Manager, Financial Analysis, International (2000)

As Director of Financial Analysis, served as the finance leader for the largest business unit in the company (TGI Friday's USA), reporting to the COO. As Manager of Financial Analysis, prepared operational analyses for over 150 international restaurants, presenting financial information to the CEO, COO, and CFO monthly.

- **Earned the Presidential Diamond Gold Star award**, representing the highest honor for a Carlson Restaurants Worldwide employee. Additionally garnered Order of the Golden Rose nomination, the highest honor for a Carlson Companies employee.
- **Distinguished as an 8-time recipient of the Vice-Presidential Gold Star** from CFOs, COOs, and the VP of Marketing for a series of achievements throughout tenure.
- **Served on the TGI Friday's USA Concept Team** with the COO, VPs of Operations (6), and the VP of HR
- **Created and maintained Restaurant and Director of Operations Balanced Scorecard** that defined company success by measuring performance and facilitating pay for field bonus compensation.
- **Partnered with marketing to design successful marketing promotions** that included "2 Can Eat for \$19.99" and "Three Course Menu for \$12.99" as well as Atkins and Better for You initiatives.

PRIOR CARLSON RESTAURANTS POSITIONS: Senior Financial Analyst, Capital Planning, 1999-2000; Manager of Accounts Receivable, 1998-1999; Senior Analyst, Accounting & Systems, 1998; Sales Analyst, 1997-1998; Receivables Accountant, 1996-1997. ** Senior Financial Analyst, Nortel Networks, 2001 **

EDUCATION & VOLUNTEER EXPERIENCE

Master of Business Administration – University of Georgia – Athens, GA – 3.9 G.P.A., Top 20% of Graduating Class
Bachelor of Science, Business Finance – University of Florida – Gainesville, FL – 3.6 G.P.A., Honors Graduate
Board of Directors - Responsive Education Solutions – Non-profit charter school organization with approximately 100 campuses and 20,000+ students – 2019-2023

VICE PRESIDENT OF FINANCE

Planning & Forecasting ▪ Multi-unit Enterprises ▪ Capital Planning & ROI ▪ Financial Analysis and Modeling

Multifaceted, service-oriented leader with 30+ years of experience in multi-unit corporations successfully performing Finance department functions to meet and exceed performance targets. Engages as a strategic and creative team member with sharp analytical and decision-making skills to problem solve and bring favorable results to the department and the company. Adept financial modeling, reporting and deck building skills.

Core Competencies:

- Initiative Driven Annual Operating Planning
- Detailed Unit-Level Budgeting
- New Unit Underwriting Models/ROI
- Long Range Planning
- Key Performance Indicators (KPI) Analysis
- Analytical Person / Creative
- Detailed Revenue Reporting and Forecasting
- Full P&L Accountability
- Treasury Operations
- Strong Analytic Ability
- Team Leadership; Leads by Example

CAREER SUMMARY

BLUE LEARNING - CHARTER MANAGEMENT ORGANIZATION, Dallas, TX

April 2024 to Present

Joined a public sector non-profit charter school management organization to provide financial leadership and insights to Responsive Education Solutions, a large charter school company operating three school districts in Texas including 100+ brick & mortar campuses and a virtual school with 4,000+ students enrolled.

VICE PRESIDENT OF FINANCIAL PLANNING AND ANALYSIS

Using 30+ year experience in private sector corporate finance positions to ensure the organization remains financially stable and optimizes the use of funds toward the organization's mission to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence.

- ◆ Lead in the development of a detailed and sound annual operating budget for all campuses and administrative departments.
- ◆ Provide financial proforma modeling and ad hoc analysis to effectively assess the financial viability of proposed initiatives and new campus growth opportunities.
- ◆ Analyze revenue and expense trends and provide insights and improvement recommendations to the organization's leadership
- ◆ Partner with the VP of Marketing to optimize investment in media spend to promote healthy school brand recognition and achieve campus enrollment across the system.

DAVE & BUSTER'S ENTERTAINMENT, INC. (NASDAQ: PLAY), Dallas, TX

2009 to February 2024

Built a strong career of accomplishments and responsibility progression as a leader on the corporate Finance team of this full-service restaurant, arcade, and bowling entertainment firm grown to 200+ locations and two billion in sales in the US, Puerto Rico, and Canada.

SENIOR DIRECTOR OF FINANCE, 2022 to 2024

Promoted to continue delivering on current responsibilities plus provide executive management consolidated financial reporting and forecasting following the acquisition of Main Event Entertainment, a former competitor in the "Eatertainment" industry.

- ◆ Performed due diligence work on the successful acquisition of Main Event Entertainment in 2022 and played a key role at closing ensuring accurate funds transfer to all related parties as per the terms of the agreements.
- ◆ Successfully combined financial modeling from two brands for total company consolidated reporting and forecasting used in support of BOD presentations, earnings releases, and monthly business reviews.

DIRECTOR OF FINANCE, 2009 to 2022

Leveraged modeling skills, analytical abilities, business acumen, industry expertise and 100% commitment continually for 13 years to effectively deliver on the functions of the Finance department aiding impressive company growth from a 52 location \$520M revenue firm in 2009 to a 152 location \$1.9B revenue enterprise in 2022 with adjusted EBITDA growing from \$75M to nearly \$500M.

- ◆ Partnered with the VP of Finance to direct the company's financial process which included the annual operating plan, monthly forecasts, and business reviews with the executive team. Prepared presentations of the financial results and forecasts for the Board of Directors meetings.
- ◆ Continually developed and leveraged a team of managers and analysts to provide support to all facets of the organization.
- ◆ Directed the store budgeting process deploying a robust template that provided each business unit manager a fact based, aggressive and yet achievable detailed operating P&L aligned to the overall company annual operating plan. The template provided comparisons to the previous year performance, a breakdown of weekly revenue targets, and extra focus and reporting on the components of COGS and hourly labor to promote the proper management of these two key controllable expense lines.
- ◆ Key player on a retained skeleton management team chosen to navigate the company through the COVID pandemic responsible for cash management, detailed cash forecasting and reporting, insightful revenue reporting and forecasting, and quarterly rather than annual unit-level budgeting.
- ◆ Provided insights to leadership on comparable store sales performance on a daily, weekly, monthly, and quarterly basis breaking down the business into sales categories and channels as well as the impact from pricing, NSO cannibalization, holidays, weather, competition, promotions, initiatives and remodels or relocations.
- ◆ Effectively led the Treasury team and functions for 9 years which entailed opening over 100 new store depository accounts, daily cash concentration and transfers, cash forecasting, and managing a \$500 million revolver to meet the organizations daily cash requirements while minimizing interest. Also included setting up and managing LOCs, keeping favorable relationships with the depository banking partners and our credit facility banks, completing RFPs to lower bank account fees. The treasury function was continually performed in accordance with internal and SOX control standards.
- ◆ Prepared balanced scorecards to evaluate performance on key KPIs (Revenue, Profit, People, Guest Satisfaction) at store, region and company levels as well as designate General Manager and Operations Director of the year awards.
- ◆ Devised, presented, and implemented food and beverage menu pricing across differing US and Canadian markets for both the Walk-in and Special Events to offset operating cost inflationary pressures and position the menu offerings optimally to drive revenue and margin in the competitive space.
- ◆ Collaborated with Amusements and IT to enhance a games data warehouse resulting in better KPI reporting, tighter management of the companywide game inventory, and more insightful new game performance testing. Developed an at-the-game pricing model based on game utilization rates, payout value type, and individual game characteristics.
- ◆ Devised, market tested, and implemented arcade game-card pricing change that increased amusement revenues \$3M or approximately 1%
- ◆ Reviewed and provided guidance on entering electricity and natural gas contracts to lock down utilities costs in markets when believed favorable.
- ◆ Built and supported a self-contained new site proforma model used by Real Estate Development to effectively evaluate hundreds of potential sites efficiently, while facilitating the presentation of underwriting cases to the Real Estate Committee; Model supported 100+ store openings with cash-on-cash returns consistently reaching over 35%.
- ◆ Provided financial modeling and analytics on a team that successfully deployed a smaller-format D&B allowing penetration into smaller US markets to capture impressive cash-on-cash returns (above 35% on average), a key company growth mechanism in recent years and for the future.
- ◆ "You Got It" culture pillar award winner in 2014.

METROMEDIA RESTAURANT GROUP & METROMEDIA STEAKHOUSES CO. Plano, TX

2005 to 2009

Gained valuable restaurant industry experience in this older multiple-concept restaurant company (Concepts: Bennigan's, Steak and Ale, Ponderosa, Bonanza).

DIRECTOR OF FINANCE, 2008 to 2009

- ◆ Developed the Annual Operating Plan and five-year plan.
- ◆ Provided key daily, weekly, and monthly financial analysis and metric reporting to executive leadership.
- ◆ Worked closely with Marketing to perform breakeven analysis on all promotions to set incremental sales and customer traffic targets. Built menu model to analyze the P&L impact on profit margins. Performed analysis (PPNOC) to measure a given promotion's level of success.
- ◆ Performed Ad hoc reporting across all areas of the business.
- ◆ Provided ROI analysis and decision-making support on proposed new store openings, closures, and other real estate related activities.

DIRECTOR OF CONCEPT FINANCE, 2005 to 2008

- ◆ Managed 3 finance managers to support 4 well established restaurant concepts and a start-up concept.
- ◆ Development of the company Annual Operating Budget and five-year plan.
- ◆ Built business modeling tools for corporate and field operators to promote improved restaurant financial results including a BOH labor model to optimize staffing levels achieving increased productivity and labor savings of 80 bps of Food revenue.
- ◆ Managed a \$6M maintenance capital budget; managed a team of 4 facilities managers responsible for maintaining the restaurant properties and equipment to company standards.

FEDEX KINKO'S INC, Ventura CA & Dallas TX

1993 to 2005

Accomplished job progression and gained broad experience in my 12 years with this 850+ multi-unit nationwide company.

MANAGER, SALES FINANCE 2003 to 2005

Partnered with Sales leadership in support of the achievement of the commercial segment's goals. Managed a team of 4 responsible for accurately crediting the sales of the field's 500 sales representatives for commission compensation.

- ◆ Evaluate and approve major commercial account deal terms to ensure alignment with company targets.
- ◆ Streamlined department workflow practices and procedures resulting in savings from both a reduction of overtime costs and one less FTE.

SENIOR FINANCIAL ANALYST, 2002 to 2003

Analyzed real estate development projects and capital spending to ensure the company's return on investment hurdles and long-term strategic goals were being met.

- ◆ Performed financial pro-forma and return analysis for more than 150 real estate projects with annual capital spend of \$55M. Provided decision support to the Executive Real Estate Committee.
- ◆ Implemented a "Watch List" to find poor performing stores approaching asset impairment. Worked with field operations to develop turnaround action plans.

PRODUCT MANAGEMENT – NEW PRODUCTS SR. ANALYST, 2001 to 2002

Joined Product Development team to successfully launch a new Digital Photo product offering.

- ◆ Launched 10 prototype Digital Photo Centers in Salt Lake City with cutting edge digital photo printing technology.
- ◆ P&L responsibility for fleet of 800 photo-printing kiosks generating revenue of \$15M annually.
- ◆ Developed revenue and cost models to decide new product pricing strategies.

PROGRAM MANAGER – OPERATIONS SUPPORT, 1999-2001

Managed the prompt and cost-effective implementation of revenue generating and cost controlling programs to field operations.

- ◆ Organized and led cross-functional teams to implement programs such as Branch Operations Assessments, Digital Photo kiosks and vending machine installations in 700+ stores nationwide.

SR. FINANCIAL PLANNING ANALYST, 1997-1999

Focused on implementing changes to improve company growth and profitability.

- ◆ Conducted market price testing that was adopted nationally resulting in \$20M in incremental annual revenue.
- ◆ Performed utilization analysis of store production equipment and recommended strategies to reduce costs through effective placement.
- ◆ Redesigned the revenue recording interface resulting in improved data integrity, improved reporting and analysis and more efficient POS transaction processing in stores.

STAFF AUDITOR, 1995 to 1997

Conducted internal control audits of many areas of the business with an emphasis on store cash controls and operational audits.

P&L ANALYST, 1993 to 1995

EDUCATION & SKILLS

SAN DIEGO STATE UNIVERSITY

Bachelor of Science - Business Administration / Finance

Technical Skills: Microsoft Office suite, Teams, Power BI, banking web-portals, OnBase, PeopleSoft, Nvision

Dr. Kendahl Herron

Education
Administration

Contact

Address

784 Emerald HTS Lavon, TX
75166

Phone

(501) 908-6371

E-mail

kendahlowoh@yahoo.com

Skills

Case management

Budgeting

Strategic planning

Relationship building

Contract Management

Financial Management

Project Management

Grant writing

Operations management

Consulting

Microsoft Office Specialist
(MOS) Expert

Successful Executive Director with over 20 years of demonstrated ability in delivering mission-critical results. Offering outstanding communication and cross-culture team management skills. Entrepreneurial attitude for optimal profitability. Ambitious team leader adept at creating strategic alliances with organizational leaders and effectively aligning with and supporting key business initiatives.

Work History

2022-07 -
Current

Executive Director of Student Services

Responsive Education , Lewisville, TX

- Academic and Fiscal oversight of Federal Programs (Title I, Title II, Title III, and Title IV) and Special Populations (Special Education, Dyslexia, Bilingual/ESL).
- Drive strategic improvements to enhance operational and organizational efficiencies.
- Foster work culture of collaboration and inclusion to increase morale and reduce turnover.
- Work closely with organizational leadership and board of directors to guide operational strategy.
- Exercise appropriate cost control to meet budget restrictions and maximize profitability.
- Align department vision, goals, and objectives with company strategy to achieve consistently high results.
- Build and maintain strong company teams by hiring and training qualified staff to create positive and productive work environments.
- Monitor compliance with laws and regulations to protect organization from legal liabilities and penalties.
- Cultivate company-wide culture of innovation and collaboration.
- Collaborate with legal, accounting and other professional teams to review and maintain compliance with regulations.

2021-07 -
Current

Executive Director of Special Populations

Desoto Independent School District, Desoto, TX

- Negotiated new annual contracts and service

- agreements with vendors to achieve prime pricing.
- Provided exceptional counseling, case management, education and job training to diverse client base.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Supervised writing of all grant applications and checked information for accuracy prior to submission.
- Devised new promotional approaches to boost customer numbers and market penetration while enhancing engagement and driving growth.
- Evaluated service contracts and collaborated with legal counsel on negotiated improvements.
- Aligned department vision, goals and objectives with company strategy to achieve consistently high results.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Created promotional materials and provided insightful information to social media, websites and print media to educate public.
- Worked closely with organizational leadership and board of directors to guide operational strategy.
- Grew Special Populations team by sourcing well-qualified employees using new recruitment strategy.
- Interviewed, supervised and motivated 40 staff members to achieve optimal productivity.
- Improved operations through consistent hard work and dedication
- Resolved conflicts and negotiated mutually beneficial agreements between parties
- Managed team of employees, overseeing hiring, training and professional growth of employees
- Monitored company inventory to keep stock levels and databases updated

2017-07 -
2021-05

Senior Director of State and Federal Programs

Edgewood Independent School District, San Antonio, TX

- Prioritized and allocated valuable resources to meet organizational goals.
- Instituted formal operating procedures and enforced adherence to policies and regulations that impacted achievement and bottom line.
- Revamped operational plans to refocus staff and align processes with organization objectives.
- Drove strategic improvements to enhance operational and organizational efficiencies.
- Planned and integrated project and program schedules.
- Set and administered \$6M yearly budget with no excessive carry-overs.
- Evaluated service contracts and collaborated with leadership and on negotiated improvements.
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover.
- Performed continuous evaluations of business facility, teams and policies to keep operations efficient and consistent.
- Exercised appropriate cost control to meet budget restrictions and maximize profitability.
- Set strategic plans and improvement plan goals to strengthen operations and drive growth.
- Participated in continuous improvement by generating suggestions, engaging in problem-solving activities to support teamwork

2015-12 -
2017-06

Director of Special Programs

Southside Independent School District, San Antonio, TX

- Supervised activities of teams, related services and external programs.
- Led and guided program planning, coordination and evaluation.
- Identified priorities for program improvement based upon analysis of data and achievement indicators.
- Assisted with preparation and administration of service budget.
- Prepared drafts of needed board policies and administrative rules.
- Defined clear targets and objectives and communicated to other team members.

- Controlled resources and assets for department activities to comply with federal and state regulations.
- Trained and developed personnel
- Established performance goals for employees and provided feedback on methods for reaching those milestones.
- Reduced workflow inconsistencies by recruiting and hiring capable staff members.
- Implemented co-teaching Pre-K through 12. Integrated PPCD and Pre- school classrooms.

2012-08 -
2015-05

Director of Federal and State

Davenport Community Schools, Davenport, IA

- Visited schools and classrooms regularly and confirmed proper implementation of programs and instructional, research-based practices.
- Managed a \$6 million Title I budget for a district of 30 schools and 16,000 students to include 11 Title I schools.
- Managed \$900,000 Title II budget.
- Co-Supervised 30 principals, 24 nurses, 16 School Administrator Managers, 12 Family Involvement Liaisons for all state and federal program requirements.
- Implemented a Greater Achievement Plan to assist struggling readers which lead to a substantial increase in performance on state assessments.
- Directed long-range planning, organization, evaluation and coordination of district's educational and special funded programs.
- Developed, implemented and evaluated high-quality, research-based professional learning.
- Oversaw state-mandated and district assessment systems and aligned with state standards and federal regulations.
- Led districtwide continuous improvement of student achievement and oversaw accreditation processes.
- Defined clear targets and objectives and communicated to other team members.
- Cultivated positive rapport with fellow employees to boost company morale and promote employee

retention.

- Streamlined and monitored quality programs to alleviate overdue compliance activities.
- Supervised site investigations, reported issues and escalated those that required further assistance.
- Established team priorities, maintained schedules and monitored performance.

2009-11 -
2012-06

National Special Education Director

Mosaica Education, Inc , DC, PA, IL, GA, MI, NC, OH

- Provided special education guidance regarding instruction and compliance for urban school districts across the United States
- Recruited and supervised MEI shared time coordinators, teachers, and service providers
- Directed and supervised special education funding, services and activities for students
- Developed daily schedules and assign daily tasks for special education teachers, social workers, psychologist, occupational therapists, physical therapists, and speech pathologists
- Provided professional development to special education staff and practitioners on best practices in special education
- Customized professional development for special education and general education staff
- Provided training and guidance to instructional coaches regarding special education instruction
- Assisted with schedules and special education service logistics
- Guided staff on individual education programs (IEPs) development, goals and objectives
- Provided guidance to schools in response to authorizer state determinations or reviews
- Provided guidance to schools when data indicated intervention
- Completed state assessment achievement summaries for special education sub-group
- Provided guidance to Response to Intervention (RTI) teams regarding intervention process
- Assisted in development of local procedures documents/manuals for Special Education

operations

- Completed full or partial file audits with feedback and plan for improvement
- Maintained meticulous documentation for audits and regulation compliance
- Collaborated directly with Chief Academic Officer, Chief Operations Officer, and
- Chief Financial Officer to develop and implement a budget for programs and services in compliance with applicable federal and state laws
- Implemented special projects such as progress monitoring, related services management, and clean-up efforts for 36 schools
- Redesigned struggling school system and led transformation to highly-functional and student-oriented district
- Spearheaded and implemented organizational structures that significantly increased efficiency and productivity with communication and timeliness of reviews and meetings
- Successfully negotiated contracts with outside companies to interview and hire professionals to provide specialized instruction and other related services.

2008-08 -
2009-11

Special Education Teacher and Learning Support Specialist

Manassas Park City Schools, Manassas Park, VA

- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Assisted teachers with classroom management and document coordination to maintain positive learning environment.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Studied and implemented latest information on specific subjects and learning strategies.
- Provided instructional support to students unable to attend regular classes.
- Worked with teachers to optimize learning plans based on student test grades and evaluations.

- Participated in lesson planning and curriculum implementation to promote quicker rollout and delivery.
- Supported planning and preparation for culturally-diverse class sessions.
- Tutored struggling students individually and in small groups to reinforce learning concepts.
- Created lesson materials, visuals and digital presentations to supplement lesson plans.

2005-08 -
2007-11

Special Education Teacher and Coach

Killeen Independent School District, Killeen, TX

- Delivered effective and differentiated classroom instruction to range of neurodiverse students.
- Modified general education curriculum for special-needs students using various instructional techniques and technologies.
- Assisted struggling students to maintain progress levels by designing individualized lesson plans focused on areas for improvement.
- Provided life skills programming for students with moderate to severe autism.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.
- Taught students across multiple classifications and degrees of special needs.
- Redirected students using Positive Behavior Support (PBS).
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Taught reading, language arts and social sciences in self-contained ED and LD classroom.
- Led activities that developed students' physical, emotional and social growth.

2003-05	Bachelor of Arts (BA): Sociology/Psychology <i>University of Central Arkansas - Conway, AR</i>
2006-05	Master of Business Administration (MBA): Human Resource Management <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.52/4.0
2013-05	Doctor of Education: Educational Leadership <i>University of Phoenix - Phoenix, AZ</i> GPA: 3.81/4.0
2014-05	Master of Educational Administration (MEA): Educational Administration <i>St. Ambrose University - Davenport, IA</i> GPA: 3.86/4.0
2021-08 - 2022-05	Executive Leadership <i>Rice University - Houston, TX</i>
2018-01 - 2020-01	School Superintendent <i>University of Texas At Tyler - Tyler, TX</i>

Certifications

Texas Education Agency: Special Education EC-12,
Principal EC-12 Certificate, Superintendent EC-12

Affiliations

Council for Exceptional Children (CEC), Association for Supervision and Curriculum Development (ASCD), National Association of Federal Education Program Administrators (NAFEPA), Texas Association of School Business Officials (TASBO), Association of Compensatory Educators of Texas (ACET), Texas Alliance of School Administrators (TASA), Texas Association of Black School Educators (TABSE), Alpha Kappa Alpha Sorority, Incorporated, Links, Incorporated.

Lauren Fellers

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Education

Ph.D. Measurement, Evaluation and Statistics, 2017

Teachers College, Columbia University, New York, NY

Dissertation Title: *Developing an approach to determine generalizability: A review of efficacy and effectiveness trials funded by the Institute of Education Sciences*

Dissertation Advisor: Elizabeth Tipton

M.A. Educational Psychology: Research and Evaluation Methods, 2010

University of Colorado Denver, Denver, CO

B.A. Psychology, B.B.A. Marketing, 2008, cum laude

Harding University, Searcy, AR

Fellowships

Institute of Education Sciences Postdoctoral Fellowship – New York University

Research Interests

Continuous improvement in education and non-profit settings; Generalizability of experimental and observational studies; Student college and career readiness programs and pipelines; Federal and State Education Accountability

Certificates

What Works Clearinghouse - Group Design Standards Training

Data Camp - Data Scientist Career Track Course Completion

Research and Professional Experience

Executive Director of Assessment and Accountability,

Charter School Programs Grant Project Director

ReponsiveEd

Current position as of February 2019

Supervisor: Dr. Christian Cutter, Chief Academic Officer

- Lead team of 10 direct reports to carry out all aspects of assessment, accountability, data support, and evaluation for a charter management organization operating over 100 schools in multiple states

- Implement school improvement plan for underperforming campuses, directly supporting campus leadership to address student achievement, teacher development, and sustainable high impact campus processes
- Train campus and district leadership to create actionable strategic plans, implementation timelines, and progress monitoring
- Direct department leadership and staff in applying appropriate data analysis and reporting
- Support Chief Officers on funding opportunities, research initiatives, and recommendations from evaluation findings
- Present relevant high impact processes and findings to internal and external audiences
- Manage, coordinate, and report all Charter School Program grant related activities; organizing and preparing data for Annual Performance Report; maintaining and operating budgets; regular meetings to oversee all grant related programs and initiatives
- Brief external evaluators and federal program officer to support the continuous improvement of grant funded programs and activities
- Plan, develop, and implement functions related to formal program evaluation for the district
- Coordinate statistical systems to ensure the timely production of tabular and graphical reports for the purpose of district-wide and campus accountability and evaluation
- Strategic planning for annual reporting of district-wide and campus accountability and evaluation
- Develop and validate data represented in district dashboards
- Build capacity with leadership and staff for data interpretation and application

Director of Data and Research for Virtual Learning

ReponsiveEd

August 2018 - February 2019

Supervisor: Kalese Whitehurst

- Promoted to support Chief Academic Officer on district-wide research and evaluation agenda
- Coordinated campus data systems to track student academic progress and support academic achievement
- Planned, developed, and implemented evaluation of curriculum and other virtual academic programs as they relate to academic achievement

IES Postdoctoral Fellow

New York University

Sept. 2016 – Aug. 2018

Supervisor: Dr. Jennifer Hill

- Collaborated simulation for propensity score estimation using current machine learning techniques including generalized boosted models and regression trees
- Completed online data science and programming courses for advanced skills in R and Python
- Partnered with other departments to create streamlined Introductory Statistics class – created an online game version of some topics (i.e., hypothesis testing)
- Class preparations and project development for graduate course: Data Science for Social Good – creating assignments, presenting topics relating to the practicalities of research and evaluation

Research Intern

American Institutes for Research, Washington, DC

June-Aug. 2015

Supervisor: Dr. Jessica Heppen

- Participated in recruitment of participants and initial qualitative observations of participants for large-scale efficacy trial
- Contributed to data collection, statistical analysis (both quantitative and qualitative), and summary of findings for reports across several projects
- Conducted quality control (replication success) of statistical analysis code for other project team members
- Presented discussion on methods of generalizability to internal Quantitative Methods group

Graduate Assistant

Teachers College, Columbia University, New York, NY

Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Studied meta-analysis methodology and causal inference methods, with a focus on issues of generalization and external validity
- Wrote a literature review of site selection methods used in IES funded Scale-up studies
- Conducted analyses using R, including multi-level models, meta-analysis models, and data visualization
- Contributed literature review, statistical analysis, and layout of grant proposals for NSF and IES requests

Research Assistant

CPRE Teachers College, Columbia University, New York, NY

Dec. 2013

Supervisor: Dr. Elizabeth Tipton

- Conducted evaluation of Thailand IN-STEP science program for Kenan Foundation using Short Interrupted Time Series design with a comparison group
- Drafted report and tables summarizing results

Graduate Assistant

Teachers College, Columbia University, New York, NY

Feb. 2013-June 2013

Supervisor: Dr. Brian Perkins

- Used NVivo software to enter and analyze qualitative data for an evaluation of a school climate survey conducted in 40 schools in Brazil
- Completed written summary of findings for professional report

Evaluation Specialist

The Evaluation Center, University of Colorado Denver, Denver CO

Dec. 2010 – Aug. 2012

Supervisor: Bonnie Walters

- Project lead for Junior Achievement of America (JA) program evaluation, a civic and financial education curriculum
- Created, piloted, and revised tests for JA curriculum using item discrimination and other classical test theory methods
- Carried out study protocol in K-12 classrooms, observing curriculum proctors to complete fidelity of implementation measures
- Completed technical reports and presented findings for clients across numerous projects
- In support of other projects: Conducted individual interviews and focus groups; Tracked and analyzed data for longitudinal analysis; Created survey instruments and interview protocols

Graduate Assistant

The Evaluation Center, University of Colorado Denver, Denver CO

April 2010 – Nov. 2012

Supervisor: Bonnie Walters

- Graduate assistantship allowed for the introduction and training in various statistical and analytic software (NVivo, SAS, SPSS)
- Increased exposure to various research methods and skills such as interviews, writing, project planning, and data collection procedures

Presentations and Teaching

Presentations

Fellers, L. (2022). *Campus Improvement Plans: Use them or lose them. Moving beyond test scores and make improvement continuous.* Topic presented at the annual Texas Public Charter School Association Conference.

Fellers, L. , Tipton, E. (2017). *Does IES Funded Research Represent U.S. Schools Well? An Evaluation of Issues of Generalizability in Grant Funded Research between 2005-2014.* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Tipton, E., **Fellers, L.**, Caverly, S. (2015). *Site Selection in Experiments: A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies* (with E. Tipton & S. Caverly). Paper presented at the annual meeting of the Society for Research on Educational Effectiveness.

Teaching Assistant: HUDM 5122 Applied Linear Regression Analysis
Teachers College, Columbia University, New York, NY
Sept. 2013-Dec. 2016

Supervisor: Dr. Elizabeth Tipton

- Planned and led weekly SPSS lab and recitation section for a class of 75-100 masters and doctoral students in economics in education, clinical psychology, and bio-behavioral programs
- Held weekly office hours, graded assignments, and coordinated with three other teaching assistants and professor

Teaching Assistant: HUDM 4122 Probability and Statistical Inference
Teachers College, Columbia University, New York, NY
Sept. 2014-Dec. 2014

Supervisor: Dr. Young-Sun Lee

- Planned and led weekly SPSS lab, practice problem sets, and recitation section for a class of 30 students in multiple disciplines across education.

Publications and Technical Reports

Tipton, E., **Fellers, L.**, Caverly, S., Vaden-Kiernan, M., Borman, G., Sullivan, K., & De Castilla, V. R. (2016). Site Selection in Experiments: An Assessment of Site Recruitment and Generalizability in Two Scale-up Studies. *Journal of Research on Educational Effectiveness*, 9(Sup1), 209-228.

Fellers, L., Brodersen, R.M, Walters, B. (August, 2012). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2011-2012*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (December, 2011). *Building Research Achievement in Neuroscience: Interim Evaluation Report*. University of Colorado Denver: School of Education and Human Development.

Brodersen, R.M., **Fellers, L.**, Walters, B. (September, 2011). *Junior Achievement – Igniting the American Spirit: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development.

Fellers, L., Brodersen, R. M., Walters, B. (August, 2011). *Junior Achievement Elementary and High School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Paterson, W., Walters, B. (July, 2011). *Goodwill Youth Services: Evaluation Report 2010-2011*. University of Colorado Denver: School of Education and Human Development

Brodersen, R.M., A., **Fellers, L.**, Walters, B. (March, 2011). *Junior Achievement Elementary and Middle School Knowledge Assessment Evaluation*. University of Colorado Denver: School of Education and Human Development.

Connors, S., Challender, A., **Fellers, L.**, Proctor, J., Walters, B. (August, 2010). *Goodwill Youth Services: Evaluation Report 2009-2010*. University of Colorado Denver: School of Education and Human Development.

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ltaylor@bluelearning.com, www.linkedin.com/in/lisataylor5830

Human Resources Professional Profile

SENIOR HUMAN RESOURCE PROFESSIONAL, TRUSTED ADVISOR, AND EMPLOYEE ADVOCATE recognized for designing pragmatic programs that foster creative thinking and innovation resulting in improved business results within the retail, restaurant, multi-family, franchise, real estate, manufacturing, distribution, education, and third party management consulting fields. Successful track record of developing and inspiring people to realize their potential balanced with promoting a work environment that attracts and retains high-potential talent. Fosters creative thinking and innovation to capitalize on business opportunities, increased productivity, and profitability while focusing on the bottom line.

Employee Relations
M&A Integration
Legal Compliance

Strategic Planning
Change Management
Multi-state/Multi-unit

Benefits/Payroll Management
Performance Management
Recruiting/Onboarding

KEY ATTRIBUTES

- **Business Acumen:** Understands how the business works. Leverages internal and external data and insights to build perspective and balance short-term and long-term trade-offs. Focuses on the current and future customer's needs. Knows the competition and stays aware of trends.
- **Strategic Planning and Execution:** Able to develop distinctive strategies and translate them into clear objectives and action plans; align organization needs and deploy resources, accordingly.
- **Influencing and Negotiating:** Garners acceptance for proposed changes and initiatives. Proficiently negotiates to create best outcome.
- **Team Leadership and Development:** Develops diverse capabilities and enables entrepreneurial thinking/risk-taking. Encourages diversity of talent and accurately appraises performance, provides formative feedback and recognition consistently and timely. Provides superior coaching and demonstrates strong technical knowledge.

CORE COMPETENCIES

- Strong strategic thought leadership
- Superior problem solving/analyses
- Ability to navigate through ambiguity and pivot quickly
- Strong customer focus
- Aspirational Servant Leadership Drive
- Proficient communication skills
- Exceptional business acumen and organizational savvy
- Effective project management abilities

PROFESSIONAL SUMMARY

Blue Learning/Responsive Education Solutions (CMO)

Vice President, Human Resources (November 2020-Current)

- HR Leader for 5 separate non-profit organizations, including 2 charter holders, and 1 for-profit company.
- Manage a team of 21 across these organizations responsible for approximately 3,000 employees.
- Partner strategically with leadership on growth initiatives and management agreements across the U.S.
- Responsible for driving key infrastructure efforts of expansion within each organization to include benefits, recruiting, payroll, compensation, employee relations, operations, and compliance.
- Formulate process and procedures to integrate each organization into our Paylocity HRIS.

ClubCorp

Director of Human Resources (August 2019-September 2020)

- Create strategic plan to drive new culture and leadership for 21,000 employees nationwide.
- Partner with Senior Vice Presidents and General Managers of North and East regions to provide support for 47 Golf and Country Club locations. Initial support of Corporate Office with 350 employees including 50 person call center.

- Managed reorganization of Finance/Accounting department simultaneously with acquisition and onboarding of 5 Golf and Country Clubs from Toll Brothers.
- Monitor and manage furlough of approximately 3,000 employees in 15 states during COVID-19 to include restructure and severance packages where appropriate.

Streetlane Homes PM, LLC (Purchased by Roofstock)

Director of Human Resources, Risk Management, and Compliance (March 2018-July 2019)

- Formulate process and procedures to support new, start up in all areas of Human Resources including talent management, talent acquisition, employee relations, and project management.
- Negotiate and design employee benefit offerings and cost sharing.
- Promote and manage all compliance and employee development training programs.
- Act as legal representative for SOP's and manage defense of all legal claims.
- Report, manage, and coordinate all property insurance claims and repairs with insurance carriers and adjusters.
- Investigate and resolve all property liens with HOA's, County's, and lenders to finalize asset sales.
- Prepare and present due diligence necessary for new investors.

GreyStar, Irving, Texas

Senior Director, Employee Relations and Performance (February 2016- March 2017)

- Managed team of 6 Employee Relations Directors to provide conflict and relationship management, terminations, workplace conduct issues, and other legal action.
- Executed Company's talent management strategy, policies, and procedures in compliance with EEO, federal, and state employment laws in a values-driven, high-performance culture of 12,000 employees.
- Managed the implementation of Qcera LeaveSource software to track an average of 250+ FMLA leaves.
- Served on executive committee to evaluate RFP's which led to the selection of Workday for HRIS needs.
- Evaluated and implemented system to improve communication between Risk Management and LOA team resulting in a 10% reduction of outstanding claims and insurance premiums.
- Managed confidential, anonymous report line to ensure prompt and thorough investigations took place.
- Collaborated with Payroll, Compensation, Recruiting, HRIS, and Risk Management to ensure effective communication took place to mitigate risk and promote employee development and satisfaction.

Century Golf Partners Management, LP, Dallas, Texas, Previously WMC Management (no break in service)

Vice President, Human Resources (March 2005-November 2015)

- Selected to lead newly formed management company (aka Arnold Palmer Golf/APGM) with 53 public and private golf courses and 5,000+ employees across the U.S., reporting directly to the CEO.
- Managed a team of 7 to provide all HR support functions.
- Strategically managed the overnight acquisition and onboarding of 26 golf courses with 2,100 employees.
- Acquired and relocated the corporate office of APGM from Orlando, FL to Dallas, TX one month after Century was formed adding an additional 23 locations with 1,200 employees to the team.
- Evaluated existing benefit strategy and partnered with new benefits brokers to consolidate health plans from 17 providers to 2, resulting in a significant decrease in administrative burden and costs for employer.
- Converted the 401(k) plan and revised employer match resulting in a savings of approximately \$250,000.00.
- Designed and implemented new performance management process. Trained and coached leaders and managers on how to give effective reviews that encourage employee growth.
- Led team to create the policies, procedures, and Employee Handbook for multi-state territory.
- Analyzed and reduced job titles and descriptions from 198 to 42 in accordance with the FLSA.
- Centralized employee records which significantly reduced DOL liability and streamlined the reporting process.
- Managed external relationships with vendors, auditors, legal, EEOC, DOL, and OSHA.
- Negotiated contract for centralized and upgraded timekeeping system with UniFocus at no cost.
- Facilitated rapid two day recruitment and onboarding of 200 employees upon takeover of Disney World Golf.
- Created a consistent, centralized support function for many different owners with differing needs including Walt Disney World Golf, City Municipalities and Native American land owners.

WMC Management Company, LLC, Addison, Texas, Previously Walden Residential (no break in service)

Vice President, Human Resources (2000 – 2005)

- Retained by new private equity owners (Olympus Real Estate Group) to lead the Human Resource function for approximately 4,000 employees in multiple entities including Walden Residential Properties (large, multi-family REIT), Arnold Palmer Golf Management, Hyphen Solutions (residential builders software), Crow Holdings (small real estate investment group of 17 employees), and Allbridge Investments (small commercial real estate investment firm with approximately 30 employees).
- Reported to CFO with responsibility for multiple budgets totaling approximately \$19,000,000 and management of an additional \$100,000,000 in payroll. Previously reported to SVP/General Counsel and the President/CEO, respectively.
- Facilitated retention bonuses, severance packages, dissolution of Employee Stock Ownership Plan, and stock distributions upon conversion of Walden Residential from a public entity to private ownership.
- Expanded the Human Resource department from a team of 8 supporting 1,300 employees to a team of 12 supporting 4,000 employees of 5 separate entities in twenty states including CA, NY, CT, and OH.
- Negotiated the conversion of Payroll/HRIS software at no cost to the company saving \$80,000 in conversion fees plus an additional \$30,000 in annual network hosting and user fees.
- Investigated and resolved misapplied outdated funds through the Internal Revenue Service and several state agencies generating a savings of \$100,000.
- Re-engineered the work compensation program with annual savings of approximately \$100,000 of insurance premium reductions.
- Successfully held off a union organizing attempt in CA.
- Managed contract negotiations and vendor selections for insurance, payroll, unemployment, background screening, and employee award programs.

**Walden Residential Properties, INC, Dallas, Texas
Manager, Human Resources (1998-2000)**

**Pearle Vision, INC., Dallas, TX (1994-1998)
Supervisor, Human Resources (1996 – 1998)
Human Resources Assistant (1995 – 1996)
Franchise Department Coordinator (1994-1995)**

Education

University of Texas at Arlington

Bachelor of Business Administration in Business Management

Human Resources Professional Development Class/SHRM

Senior Professional Human Resources Certification/SHRM

MICHAEL TERRY

255 County Road 410 Gainesville, TX 76240

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Educational Leadership | Constituency Relations | Strategic Planning

PROFESSIONAL EXPERIENCE

RESPONSIVEED – Lewisville, Texas 2016-present
Superintendent, Founders Classical Academies

- Provide programmatic supervision for Founders schools in Texas and Arkansas
- Oversaw rapid growth of business unit from six to twenty-plus classical charter campuses since 2016 with a focus on building an understanding of knowledge, virtue and liberty in our students
- Conduct cost-analysis and produce multi-year budget projections for new school launches
- Supervise expansion of new campuses
- Plan and supervise budgets for business unit
- Oversee recruiting and hiring of school leaders and teachers

AMERICAN TEACHER INITIATIVE – Lewisville, Texas 2016-2022
Director

- Oversaw creation and development of teacher recruitment and training initiative focused on placing teachers in schools dedicated to knowledge, virtue, and liberty
- Planning two-week training program each year
- Trained and deployed 500 new teachers in its seven years of activity
- The initiative continues to operate as the Founders Teacher Initiative within the Founders Classical Academy brand with my supervision.

RESPONSIVEED – Lewisville, Texas 2015-2016
VP of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Managed community relations initiatives

UPLIFT EDUCATION – Dallas, Texas 2012-2015
Director of Communications

- Provided strategic communications support for CEO and executive leaders
- Planned integrated marketing communications initiatives directed at student enrollment, new school starts, and community awareness
- Responsible for planning and implementation of teacher performance pay program
- Managed public relations, marketing, employee communications and community relations team, including new school outreach in primarily Latino communities
- Served as a thought-partner with assistant superintendents and school directors on the parent-school relationship

...continued...

TEACH FOR AMERICA – Dallas, Texas 2012
Director of Growth Strategy and Development

- Provided donor intelligence using development research practices and tools
- Expanded potential donor base through knowledge of Metroplex philanthropic community

ALLEN ACADEMY – Bryan, Texas 2010-2012
Director of Marketing/Communications & Development

- Planned and implemented strategic marketing program to drive a net enrollment increase of 22% in 2010-2011
- Developed institutional messaging and produce supporting print and electronic materials
- Led annual fund campaigns and initiative-driven donor cultivation
- Advised school director and board of trustees on a range of issues including admissions, marketing, development, and alumni relations

GREENHILL SCHOOL – Addison, Texas 2006-2010
Director of Communications

- Drove increase in alumni annual giving by 90% through improved communications and engagement (targeted giving campaign and marketing outreach)
- Managed communications team of three people with a \$150,000 budget, providing 10-15% annual savings by nurturing vendor relationships
- Increased constituency pride by improving messaging and transitioning to electronic resources.
- Produced quarterly initiative-driven parent and alumni magazine and donor-relations reports
- Directed donor events including six and seven figure gala fundraisers

GREENHILL SCHOOL – Addison, Texas 1999-2006
Web Services Manager/English Literature & Journalism teacher

- Designed, developed and launched school's first web site
- Developed scope and sequence for digital research program
- Built alumni sports database to track athletics participation
- Established the school's social media presence (Facebook, Vimeo)
- Produced web-based media content to extend Greenhill's marketing reach
- Advised school's nationally-recognized student newspaper

COMPUCOM SYSTEMS – Dallas, Texas 1998-1999
Proposal Specialist

- Wrote proposal responses that helped win more than \$10 million in contracts annually
- Developed multimedia proposal that helped secure a \$35 million services deal with HP Corp.
- Created innovative digital responses to change traditional proposal evaluation process at large organizations

COMED – Chicago, IL 1996-1998
Communications Specialist

- Created web-based platform for company reorganization information
- Developed digital content delivery network for employee communications
- Worked closely with executive vice-presidents to produced divisional quarterly reports

KBTX TV – Bryan, Texas 1992-1994
Chief News Photographer

- Covered a broad range of news stories including development of Bush Library, G.W. Bush 1994 gubernatorial campaign, Branch Davidian standoff, Texas education reform, Managed fleet of news vehicles, including remote microwave unit
- Trained news photographers

KAMU TV – Bryan, Texas 1991-1992
Production Assistant

- Assisted with production of Texas A&M football coach's show
- Production functions of local affairs show, *15 Magazine*
- Covered Texas A&M events for rebroadcast

EDUCATIONAL BACKGROUND

Texas Teacher Certification 2000
UNIVERSITY OF TEXAS AT DALLAS – Dallas, TX

MA, Communications 1996
WHEATON COLLEGE – Wheaton, IL

- MA in Communications with an emphasis on organizational communications
- Completed six-month co-op program with Andersen Worldwide, LLP

BS, Journalism 1992
TEXAS A&M UNIVERSITY – College Station, TX



MUNDI WORTHAM, M.ED

Educational Leader

PROFILE

Experienced educational leader specializing in federal programs and bilingual/ESL initiatives. Proven expertise in overseeing compliance with state and federal regulations, managing grant programs, and driving continuous academic improvement. Adept at developing and implementing strategic plans to support diverse student populations, enhancing educational outcomes for English language learners, and fostering collaborative environments that prioritize equity and inclusion. Skilled in budget management, data analysis, and providing leadership in the development of innovative educational programs.

CONTACT

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817-908-6388

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mwortham@responsiveedtx.com
mundiwortham@gmail.com

HOBBIES

Biking
Gardening
Running
Binge watching
Family

EDUCATION

Master of Education in Administration w/Principal Certification | Concordia University, Austin, TX

Bachelor of Arts in Interdisciplinary Studies | University of Texas, Arlington, TX

WORK EXPERIENCE

Director of Federal Programs & Director of Bilingual/ESL Programs
ResponsiveEd Educational Solutions

August 2019 – Present

Ensures compliance with State and Federal funding requirements, including ESSA and EDGAR, by providing leadership in grant development, implementation, evaluation, and audits. Develops departmental procedures and offers consultative services and technical assistance to District and Campus personnel on grant-related matters. Leads the creation of the annual budget for the District and campuses and serves as the compliance officer for federal and state grant programs, ensuring adherence to all guidelines. Collaborates with program directors to support continuous academic improvement for students.

Sarasota County District Director - Acceleration Academies

January - June 2019

Led the academy from its inception in 2018. Responsibilities included canvassing for potential students, providing instructional leadership, and conducting data analysis. Played a pivotal role in launching the site, networking within the community, and driving enrollment. Strategically implemented the school's mission, managed resources, and led staff to ensure students were prepared for success in college, careers, and life. Developed a shared vision for equitable outcomes, set ambitious short- and long-term goals, and executed a school improvement plan to achieve student success. Established a culture of continuous improvement by regularly using data and assessments to monitor progress and adjust strategies as needed.

WEBSITE

[Mundi Wortham LinkedIn](#)

CERTIFICATIONS

Principal Grades EC-12

Elementary Self-Contained Grades 1-8

English Elementary Grades 1-8

English As A Second Language
Supplemental Grades 1-8

Multilingual Program Specialist - Houston Independent School District -

October 2018-January 2019

Serve as a subject matter expert in Bilingual/ESL programs, leading the coordination and implementation of instruction and related services for students in accordance with district procedures and applicable state and federal laws. Confer with staff to explain program and individual responsibilities for functions and phases of program.

- Oversee the implementation of multiple bilingual/ESL program designs through data disaggregation to ascertain the effectiveness of instruction.
- Recommend and provide ongoing professional development for bilingual/ESL teachers based on disaggregated data to increase student achievement as measured by student assessment data at the district, state, and federal level (PK-12).
- Support bilingual/ESL teachers through classroom observation and provide input to teachers and administrators.

Assistant Principal - Joshua Independent School District, -

June 2017 - February 2018

Strategically implemented the school's mission, managed resources, led students, and oversaw staff to ensure that every student was prepared to succeed in college, career, and life. Developed a shared vision for equitable results; set aligned, ambitious short- and long-term goals; and executed an actionable school improvement plan to ensure achievement for all students. Established and reinforced a school culture that was focused on continuous improvement, regularly using data and assessments to monitor progress towards goals, and strategically adjusted practice.

Robert Davison
Chief Operating Officer
ResponsiveEd

rdavison@responsiveedtx.com
214-335-5763
1301 Waters Ridge Drive
Lewisville, Texas

Executive Summary

Well organized, creative, and proven operations executive with experience working with all stake holders from Executive level to School Activations and daily operational staff. Significant negotiation experience with Real Estate contracts as well as all other operational contracts. Proven track record of delivering multiple business expansion projects on time and within budget. Extensive experience in developing and executing strategic plans leading to highly successful multi-million dollar organizations. Over 25 years experience developing and operating charter schools.

Employment History

Heritage Academy Charter Schools Inc. – July 1, 2019 to Present – CEO-Board Member

A-Rated School District educating under-served children in Texas.
Received the highest financial rating by Texas Charter First for the last 4 school years.
Improved net assets by 71%.

Provide Executive Leadership for School Support Services, including Finance, Marketing, Operations, Human Resources, PEIMS, Professional Development, Health and Safety, Public Relations, Student Data Management, Student Recruitment, Policy Development, and Record Keeping.

ResponsiveEd– May 1, 2000 to Present – Chief Operating Officer

ResponsiveEd is a nonprofit organization that currently operates more than 100 high-performing, open-enrollment public charter schools serving more than 25,000 students in communities across Texas and Arkansas. ResponsiveEd is one of the highest-performing public charter school systems in the United States, delivering a rigorous “College Bound” education to students in grades K-12. ResponsiveEd has developed an aggressive school expansion plan to reach 125,000 students in multiple states over the next 10 years.

Responsibilities Include:

- I. **Organizational Leadership** – The COO plays a key role in developing and refining ResponsiveEd’s overall vision and strategy, and managing change processes in support of organizational objectives. As a member of the senior leadership team, the COO is a key adviser and thought partner to ResponsiveEd’s Chief Executive Officer and Senior Management Team. Responsible for maintaining and enhancing organizational culture that (i) creates a culture of Universal Achievement; (ii) Collaboration with all Team Members; (iii) Alignment of Standards, Regular Assessment, continuous improvement and innovation; (iv) recognizes the primacy of recruiting, developing and retaining great talent, and (v) Data Quality Management across all aspects of the business.

- II. Board and Governance – Works in conjunction with the CEO to develop Board Agenda items including but not limited to Finance Updates, Policies, Property Acquisitions, and Legal Updates.
- III. Strategic Planning and Budgeting - Oversee organizational budgeting process and annual strategic planning, collaborating with stakeholders and senior leadership to ensure strategic priorities are aligned with budget priorities and translated into rigorous, executable plans.
- IV. Operational Leadership - Manage six direct reports responsible for driving operational excellence in the following functions: Operations, Real Estate Acquisition and Facilities, Construction and Expansion.
 - Coach functional teams in designing and implementing the systems, processes and services that support ResponsiveEd schools and programs in delivering educational outcomes to our schools, and organization wide team members.
 - Collaborate with key internal stakeholders – Chief Academic Officer, school principals and Vice President of School Operations, Vice President of Human Resources, Director of Marketing – to ensure the alignment of shared services team execution with overall organizational goals and the day-to-day needs and realities of ResponsiveEd schools. Drive school satisfaction by delivering excellent service across functions and maintaining effective relationships and communication channels with school leadership.
 - Supervise design and execution of ResponsiveEd’s school expansion strategy, working with leadership, charter authorizers, and legal counsel to launch new schools. Build a sustainable, scalable, cost-efficient operational infrastructure that supports continued growth.
 - Promote and ensure ResponsiveEd’s continued financial sustainability. Oversee sound, timely and accurate financial management, planning and reporting processes.
 - Collaborate with legal counsel to manage and mitigate legal risk and ensure compliance with city, state and federal laws and regulatory mandates.
 - Lead real estate negotiations and real estate financing activities; oversee development and implementation of facilities plan to manage and operate high quality functional school facilities.
 - Cultivate professional networks inside and outside the organization; encourage input and ideas from others; foster collaboration across departments and manage differences with diplomacy.
- V. Safety
Oversight for School Safety for both Heritage Academy and ResponsiveEd. Implemented Emergency Operation Plans for all campuses. Ensured that all instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored.

Education

Bachelor’s Degree – University of Arkansas – Communications with Minor in Business Administration

Registered Texas School Business Administrator

Rosalinda S. Gonzalez
 601 Solar Drive, Mission, Texas, 78572
 956-458-8691
 rgonzalez@responsivedtx.com

After 30 years' experience in two of the largest school districts in south Texas, Mission Consolidated Independent School District and McAllen ISD, I decided to retire and dedicate the rest of my life to recovery of students who had dropped out of school and had not earned a high school diploma. The dropout rate was a national and state concern at the time. Since I had experienced personally and professionally the importance of education to improvement of quality of life for oneself, the community and the state, it became my goal to open doors for others to earn their high school diploma.

Areas of Specialty	<ul style="list-style-type: none"> • <i>K-12 Curriculum and Instruction</i> • <i>Guidance & Counseling</i> • <i>Public Charter School Education</i> • <i>District Discrimination Investigation</i> 	<ul style="list-style-type: none"> • <i>Dropout Prevention Strategies</i> • <i>English as a Second Language</i> • <i>College Access and Success</i> • <i>Special Education Services</i> • <i>Career and Technical Ed Programs</i>
Education	<p><i>Administrators' Mid-Management Certificate</i> 1986 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Masters in Counseling and Guidance</i> 1973 <i>University of Texas Pan American, Edinburg, Texas</i></p> <p><i>Bachelor of Arts in English</i> 1967 <i>Minor in History</i> <i>University of Texas Pan American, Edinburg, Texas</i></p>	
Experiences	<p><i>Executive Director Premier High Schools</i> 2020-Present</p> <p><i>Title IX Coordinator Responsive Education Solutions</i> 2003-Present</p> <p><i>Assistant Superintendent Premier High Schools</i> 2018-20</p> <p><i>Chief Academic Officer for Responsive Education Solutions</i> 2011-18</p> <p><i>South Texas Area Superintendent — Chief Academic Officer</i> 2009-11</p> <p><i>Director of Academics for Eagle Charter Schools</i> 2006-09</p> <ul style="list-style-type: none"> • Reviewed graduation requirements for students in high school and middle school for accurate grade placement • Continuous review and refinement of district curriculum • Implemented and audited strategies and techniques for English Language Learners <p><i>Director of Eagle Academy of Pharr, Texas and Technical Assistance to Schools in Mission, Laredo, Del Rio and Brownsville Texas</i> 2004-06</p> <ul style="list-style-type: none"> • Coordinated and provided academic assistance and support for charter high schools in South Texas region. <p><i>Director of Eagle Academy of Pharr, Texas</i> 2003-04</p>	

<i>Assistant Superintendent for Mission CISD</i>	1998-2002
<ul style="list-style-type: none"> • Coordinated curricular, academic, and student support services for K-12 grades 	
<i>Administrator for Secondary Education for McAllen ISD</i>	1997-98
<ul style="list-style-type: none"> • Coordinated academic services for middle and high school in a traditional school setting 	
<i>Principal for Options High School, McAllen ISD</i>	1995-98
<ul style="list-style-type: none"> • Created Dropout Prevention School for non-traditional learners 	
<i>Principal for Lincoln Junior High, McAllen ISD</i>	1993-95
<ul style="list-style-type: none"> • Directed middle school program for 850 students in grades 6-8 	
<i>Dean of Instruction for McAllen High School, McAllen ISD</i>	1984-93
<ul style="list-style-type: none"> • Supervised overall instructional program and coordinated academic services for grades 9-12 	
<i>Guidance Counselor for McAllen High School, McAllen ISD</i>	1979-83
<ul style="list-style-type: none"> • Coordinated guidance and counseling services for grades 9-12 and supervised all counseling personnel 	
<i>Guidance Counselor for Jeff Davis High School, Houston ISD</i>	1975-77
<ul style="list-style-type: none"> • Coordinated counseling and academic services for at-risk students at inner city school 	
<i>English Teacher, Mission High School, Mission CISD</i>	1971-74
<ul style="list-style-type: none"> • Taught 12th grade student population 	
<i>Director for Adult Education, United States Kadena Air Force Base, Okinawa, Japan</i>	1967-69
<ul style="list-style-type: none"> • Coordinated GED or high school completion services for military personnel 	
<i>Kindergarten Teacher, El Mesias Methodist Church, Mission, Texas</i>	1965-67

Community Service
Activities

- Texas Charter Schools Association Quality Framework Member (2 yrs)***
- Current Member of Intercultural Development Research Association (IDRA) Board of Trustees, San Antonio, Texas (20 years)***
- Current Civil Service Commissioner for City of Mission, Texas (5 years)***
- Current Member of El Mesias Methodist Church, Mission, Texas (life)***
- Board of Trustees Member for Mission School District (12 yrs)***
- Founding Board of Regents Member for South Texas College, McAllen, Texas (7 yrs)***

Shannon Hyde

Operations Coordinator

2305 Creekeledge Court
Corinth, TX 76210
(469) 933-7238
sehyde@responsived.com

SUMMARY:

A loyal and dedicated RES employee for 8 1/2 years, and an extremely meticulous and detail-oriented business professional with over 20 years of combined experience in education, finance, and the telecommunications fields. Possesses skills in project management, operations support, and training. Seeking a challenging position where I can utilize my knowledge of RES, and its different brands to help the company expand into different states.

PROFESSIONAL SKILLS:

Project Management:

Proficient in overseeing projects to make sure assignments are completed on time.

Interpersonal Communication:

The ability to interact and communicate effectively with people at all different levels and from different departments.

Adaptability:

The ability to adapt to change and being flexible when unexpected issues arise.

Organization:

Exceptional organizational skills which allows me to work on multiple projects with competing priorities simultaneously.

WORK EXPERIENCE:

Responsive Education Solutions, Lewisville, TX

Founders Operations Coordinator

2018 - Present

- Liaison between the superintendent and his 23 campuses
- Assist with the coordinating and implementing of multiple trainings and conferences each school year
- Provide training and support to the Founders front office staff
- Collect and organize data in regards to enrollment numbers, applications and ADA
- Arrange travel, maintain calendars and reconcile expenses for the superintendent

Campus Registrar/Secretary - Premier High School of Lewisville

2017 - 2018

- Enrolled new students
- Updated students' transcripts
- Requested and fulfilled records using TRex
- Prepared all of the reports for PEIMS
- Planned and organized graduation and the senior luncheon

Southwest Funding, Roanoke, TX

Mortgage Loan Processor

2015 - 2017

- Verified the accuracy of loan applications prior to them being disclosed
- Collected and analyzed all required loan documents for accuracy
- Completed verification of employment and reviewed borrowers' incomes
- Had constant communication with all parties involved to ensure an on-time closing was met

Responsive Education Solutions, Lewisville, TX

Campus Secretary - Carrollton Classical Academy

2013 - 2015

- Assisted in the development and maintenance of the campus calendar
- Handled parent inquiries expeditiously and efficiently
- Created and distributed the weekly newsletter to parents and staff
- Coordinated and scheduled all the after-school care programs

Quick Ship Mail & Business Center, Lake Dallas, TX

Office Coordinator

2012 – 2013

- Handled all merchandising, inventory, ordering and cash control
- Coordinated the grand opening ceremony with the Mayor of Lake Dallas & the Chamber of Commerce
- Hired, trained and coordinated a staff of 5
- Wrote all the training materials and procedures for the store

Live Ops, Inc.

Independent Contractor – Inbound Sales

2007 – 2012

- Worked a dedicated line for Lifelock – educated callers about identity theft protection, overcame objectives, and enrolled them in a plan that best suited their needs and lifestyle
- Consistently exceeded monthly sales quotas by 35%

Schools Financial Credit Union, Sacramento, CA

Training Specialist II

2000 – 2004

- Conducted training on a plethora of topics including, but not limited to – New Hire Orientation, Product Knowledge, Sales, Teller and New Accounts training
- Planned, organized, and developed training programs for management and non-management employees
- Developed course materials
- Regularly reviewed and updated training programs and materials as needed

Verizon Wireless, Folsom, CA

Project Manager/Sales Trainer

1996 – 2000

- Moved from Ohio to California to help launch the Telesales Department and to train all the inside sales reps on the Eastern Region markets (Ohio and Michigan)
- Developed the Eastern Region curriculum which included manuals, handouts, Powerpoint presentations, and role playing scenarios
- Trained 250 Telesales representatives, department supervisors, and managers on the Eastern Region curriculum
- Lead trainer for the Eastern Region launch in Detroit, Michigan
- Facilitated follow-up workshops
- Provided coaching and feedback to the Telesales reps and their supervisors

EDUCATION:

Kent State University – Kent, OH

B.A., Criminal Justice, Minor, Psychology

TECHNOLOGY SKILLS:

Proficient using all Microsoft Office programs, Google-based programs and Smart Sheets

T. Lynn Tompkins, Jr

Vice President Construction & Real Estate

Contact

1301 Waters Ridge
Lewisville, TX 75057
972-316-3663
ltompkins@responsivedtx.com

Education

University of Missouri-Columbia
Bachelor's Degree
1981 – 1985

Citizens Fire Academy – Frisco

City of Frisco / Citizen's Police
Academy

Keller Graduate School of
Management
Bachelor's degree

Key Skills

Construction Management
Budgets
Project Management
Facilities Management
Process Scheduler
Contract Negotiation &
Management

Experience – 30 years

Sep 2018 – Present *6 years 1 month*

Responsive Education Solutions
Texas, Arkansas

Responsive Education Solutions® (ResponsiveEd), Texas' largest public charter school holder, operates over 100 public schools across Texas and Arkansas. ResponsiveEd brands include Premier High Schools, Classical Academies, Quest Middle Schools, iSchool High Schools, Founders Classical Academies, Foundation School for Autism, Texas Virtual, Comprehend (virtual), and Futura (virtual) Academies. The organization was founded in 1998 to open a network of small, high-quality schools that were responsive to local community needs and designed with the individual student in mind.

ResponsiveEd serves over 18,500 students as of October 2018. ResponsiveEd's Mission is: To provide hope for students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners. To learn more, visit www.ResponsiveEd.com.

Nov 2020 - Present *3 years 11 months*

Mayor - Town of Cross Roads, Texas
Town of Cross Roads, Texas · Contract

Nov 2015 – Aug 2018 *2 years 10 months*

Deputy Program Director - Dallas ISD 2015 \$1.6B Bond Program
North Texas

- Succeeded in securing the account for the Dallas Independent School District's \$1.6BB bond program, including creating the proposal, assembling the team, and devising the presentation.
- Supervised a team of 11 and oversaw general contractor project design and selection.
- Administered 17 district projects with total budgets of \$367MM.
- Attended public meetings that attracted 10 - 50 people, including teachers, principals, elected board of trustee members, architects, district staff, that outlined project priorities and concerns.
- Oversaw project managers, design manager and support staff to ensure that the projects were receiving the contract deliverables and being delivered on-time and on-budget.
- Led constructability reviews, developed contracts and front-end

documents for architects and engineers, initiated materials testing, managed hazardous materials and geotechnical analysis.

Aug 2009 – Oct 2015 *6 years 3 months*

Facility Manager / CIP Project Manager

Little Elm, Texas

- Completed multiple construction projects, such as 4 new buildings, bridges, water towers, solar panel projects, road projects, etc. with a cumulative budget in excess of \$100MM.
- Managed 7 Buildings totaling 100,000 sq. ft., 4 parks, concession stands, civil defense sirens, right of ways, irrigation systems, 7 Daktronics digital marquees, wastewater treatment plant, pump/lift stations, 4 water towers, card access systems and solar arrays.
- Supervised a team of 11 and hired contractors with a cumulative staff in excess of 100.
- Oversaw contracts for right of way maintenance, roofing, mechanical systems, preventive maintenance, energy management, landscaping, appliance repair, window washing, etc.
- Collaborated with community groups, such as senior citizens, friends of the library, county commissioners, HOAs and veterans groups to ensure their needs within the projects were met.
- Recipient of Community Builder Award recognizing my contributions to the community.

Sep 2006 – Jul 2009 *2 years 11 months*

Project Manager

CORE Construction

- Managed combined construction and design budgets of nearly \$25MM.
- Led design teams of 20+ people to complete renovations & upgrades to a skilled nursing facility, an assisted living facility & construction of a municipal court, fire station and recreation center.
- Oversaw the design, build and construction of several retail projects, including a movie theater, restaurant and a 45 acre site development project.
- Collaborated with developers and city officials, such as mayors, councilmen, court commissioners and department operators to ensure all their project needs were fulfilled.

July 2003 – Sep 2006 *3 years 3 months*

Project Manager

Campbell & Associates Consulting Engineers – Austin Commercial

Dallas, Texas

- Managed a cumulative construction budget in excess of \$98MM.
- Oversaw the design and construction of 12 elementary schools and 2 high schools.
- Supervised architectural teams of 25+ and collaborated with school principals, teachers, parents and community members to ensure their concerns were addressed in the design process.

Jan 2001 – Jun 2003 *2 years 6 months*

Project Manager
Jacobs Engineering
Greater Omaha Area

- Managed design and construction projects, such as the design of a high school and the construction of a new elementary school, that had a combined budget of over \$85MM.
- Completed renovations and additions to several elementary and high schools.
- Achieved a 99% satisfaction rating with the client by meeting all phase dates, managing changes, and keeping the projects on budget.

2000

Vice President, Principal
WORLD GROUP, LLC

Order out of Chaos... Challenged to restructure a Commercial Property Management Department that had been losing clients and had delinquent rents of over \$100,000, I reorganized the policies and procedures for billing, debt collection, emergency contacts, and certificates of insurance. Through skilled negotiation with a major client, I convinced them that this company's Property Management department was turning around and was able to retain this client. To ensure we could properly manage the properties, I started a maintenance department, complete with HVAC capabilities. During my tenure, I added six new office and retail properties to the portfolio with management fees over \$6,000/month.

1998 – 2000 *2 years*

Director, Technical Operations
The MEGA Corporation
Omaha, Nebraska

Demonstrating a high capacity to manage multiple tasks, I used my broad-based technical expertise to develop and manage a maintenance program for a portfolio of 60 buildings measuring nearly 5 million square feet, managed and trained 19 Building Engineers and implemented a computerized (MAXIMO) preventive maintenance system. I was also responsible for training and assisting Property Managers in troubleshooting and mechanical operations in commercial buildings.

1997 – 1998 *1 year*

Facility Manager
Washington University in St. Louis
St. Louis

Placed in the most mechanically demanding zone (Physics, Chemistry and Engineering) in a world class research facility comprised of 16 buildings, ranging in age from 20 – 100 years old, I was charged with total facility responsibility including maintenance (chillers, fume hoods), contracting, in-house construction, management of 10 union maintenance mechanics,

laboratory design and construction. My efforts resulted in the highest customer satisfaction rating given to any manager.

1994 – 1997 *3 years*

Vice President – Property Management

NAI Global Sweeney – Finn

Greater St. Louis Area

1992 – 1994 *2 years*

Property Manager

Colliers Turley Martin Tucker

Greater St. Louis Area

Licenses & Certifications

- Construction Management Association of America
- FEMA training that included IS-800.B (National Response Framework), IS-700 (An Introduction to National Incident Management System), ICS-300 (Intermediate ICS for Expanding Incidents), IS-00200.a (ICS Single Resources and Initial Action Incidents)
- OSHA 30 Hour Card
 - OSHA - Occupational Safety and Health Act

Volunteering

Lewisville Rotary

Rotary International

Jan 1994 – Present *30 years 9 months*

Adult Rehabilitation – Board Member – St. Louis, MO

The Salvation Army

Jan 1998 – Present *26 years 9 months*

Terri Baumann

1301 Waters Ridge, Lewisville, Texas 75057

940.536.8927

tbaumann@brightthinker.com

PROFESSIONAL SUMMARY

Accomplished Curriculum Development Executive with over 20 years of experience in the education sector, specializing in K-12 curriculum design, development, and distribution. Proven track record in managing large teams, streamlining processes, and overseeing the creation of hundreds of educational courses. Adept at leading cross-functional teams and implementing modernized systems to support organizational growth.

PROFESSIONAL EXPERIENCE

VP of Curriculum Development & Distribution

ResponsiveEd, Lewisville, TX

August 2024 - Present

- Spearheading the modernization of systems and processes to accommodate increased sales and fulfillment demands.
- Hiring and onboarding a new Director of Distribution and additional staff to enhance order fulfillment operations.
- Strategically planned and executed the expansion of the fulfillment area to support larger-scale operations.

VP of Curriculum Development

ResponsiveEd, Lewisville, TX

September 2021 - Present

- Lead and manage a team of 25-40 developers, including writers, editors, layout artists, graphic designers, and media specialists, to create K-12 worktext and online materials.
- Oversaw the development of all K-12 courses, with a primary focus on the creation of K-2 courses.
- Directly supervised the Writing Manager, Editing Supervisor, Media Supervisor, Online Manager, and Graphics Manager.
- Played a pivotal role in expanding the organization's curriculum offerings through effective team leadership and strategic planning.

Director of Curriculum Development

ResponsiveEd, Lewisville, TX

April 2001 - August 2021

- Led the revision and development of individualized courses tailored for use in ResponsiveEd schools.
 - Hired and managed contractors to create study guides aligned with textbooks.
 - Built and managed a team responsible for developing over 100 courses for 3rd to 12th grade, ensuring high-quality educational content delivery.
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EDUCATION

Business Computer Programming, Major

Southern Technical College, Little Rock, AR
1986

SKILLS

- Curriculum Development & Design
 - Team Leadership & Management
 - Process Improvement & Modernization
 - Project Management
 - K-12 Education
 - Cross-functional Collaboration
 - Strategic Planning & Execution
 - Staff Hiring & Training
-

Tiffany Bracken

PROFESSIONAL SKILLS SUMMARY

Experienced training professional with extensive background in Hospitality, Sales, Technology and Customer Service. Most recent experience includes over 7 years in a Charter School District in Texas focusing on training events and resources curated for District & Campus Staff.

RESPONSIVED TEXAS

March 2017 - present

Training Director / Professional Development Team

- Directing a team of training professionals to coordinate, host and implement requested training events for Charter School District and Campus Staff.
- Oversee Learning Management Systems Administration including mapping professional development curriculum, group assignments and progress reporting in various online sites.

COLONIAL SAVINGS – Fort Worth, TX

April 2015 - March 2017

Instructional Design / LMS Administrator

- Responsible for the development and execution of instructor-led, eLearning and virtual learning solutions
- Developed evaluation metrics, analyze results and provide summaries for stakeholders
- Maintained LMS Administration including mapping curriculum, group assignments and reporting on progress in various programs available

SABRE – Southlake, TX

August 2011 - July 2014

Hotel RFP Training Manager

- Responsible for Training & Communications for both internal & external customers
- Planned, created and implemented all training documentation & video learning modules
- Created and maintained resources for our Hotel, Chain and Travel Buyer customers on our Support Website

HILTON WORLDWIDE – Dallas, TX

June 1985 - May 2011

Varying positions of increased responsibility including the following:

- IT Sales System Manager - Responsible for Training & Communications for all global IT Sales Systems Projects.
- National Sales System Training Manager - Responsible for delivering new hire and on-going Hilton Sales Technology Training for all Nat'l Sales team members. Implemented follow-up Training Plan to ensure standards achieved.
- Hilton Direct USA Training Manager - Responsible for all Account Executive and Intern Training/Orientation at Hilton Direct USA. Worked in tandem with the Director of Sales Recruitment (external resource) to select new hires and guide performance for our Career Development Program.
- Employment & Employee Relations Manager - Managed the recruiting and selection of all new hires (reservation representatives through executive positions) for the Dallas HRW center. This included the supervision and training of the recruiting team, managing the recruiting budget.
- Reservations Sales Manager - Daily leadership to 18 Supervisors and 600 Reservation sales staff.

EDUCATION

Illinois State University – Normal, IL & The Boyd School Inc. – Pittsburgh, PA

CONTINUING EDUCATION – MANAGEMENT SEMINARS

Pragmatic Marketing Certification; Ninety Five 5 Trained; Project Management Certification; Training Manager Certification; Creative Training Techniques; Zenger Miller FrontLine Leadership Train the Trainer Certification; Leadership and the One Minute Manager; Franklin/Covey Time Management; Franklin/Covey 7 Habits Trainer, Zig Ziglar Train the Trainer Certification.

Contact Information:

1265 Michael Avenue, Lewisville, TX 75077

cell phone / **469.451.0152** or email / **3brackens@gmail.com**

Chief Executive Officer
Chuck Cook

Chief Operating Officer

Robert Davison

Vice President of Real Estate & Construction

T. Lynn Tompkins

Director of Building Maintenance

Aaron Valor

Chief of Staff

Kalese Whitehurst

Sponsor Compliance

Dr. Mary Ann Duncan

Community Development

Shannon Hyde

Chief Technology Officer

James Taylor

Director of Purchasing & Technology

Corey Thomas

Director of Education Information Systems

Georgia Kallageris

Chief Financial Officer

Joe DeProspero

Vice President of Finance

Corey Fischer

Vice President of Financial Planning

Ken Hannemann

Chief Academic Officer

Dr. Christian Cutter

VP of Academics, Professional Development & Testing

Dr. Jamie Callahan

Director of Federal Programs & Student Services

Dr. Kendahl Herron

Chief Human Resource & Brand Officer

Chris Baumann

Vice President of Human Resources

Lisa Taylor

Vice President of Marketing

Chris Prokopeas

Blue X Superintendent

Elaine Plybon

Regional Director

School Principal

EDUCATION PLAN

School Name:	iSchool Virtual Academy (iSVA) of Ohio	Date:	December 6, 2024
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6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose. Specifically address how online learning will be the focus of the school.
The mission of iSVA of Ohio is to provide hope for students by helping them take control of their future success through online, mastery-based programs that promote a free society and cultivate moral and academic excellence, preparing them for college and post-secondary citizenship.		
Vision	6.3a	2) VISION (What we hope to become?): State the school's clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function and success of the school over time.
iSchool Virtual Academy envisions a future where our students emerge as leaders equipped with the moral integrity, critical thinking skills, and academic excellence necessary to thrive in a free society. Our anticipated operation will be defined by tech-forward, individualized programs that empower students to take control of their educational journey and future success. Over time, we aim to expand our reach and deepen our impact by fostering strong partnerships with parents and the community, ensuring that our students develop into responsible, diligent, and service-oriented adults. Success will be measured by the ability of our graduates to navigate real-world challenges with courage and wisdom, becoming active contributors to the betterment of society		
Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
At iSVA, we feel a keen sense of responsibility for producing good citizens who are prepared, academically and morally, to positively contribute to the society in which they will participate as adults. This requires character development for students as owners of their own successes and failures. We		

understand that all successes are gained through failure, and that each success is dependent upon the student as an individual. iSVA's educational philosophy is a holistic approach that prepares students for the world beyond high school while equipping them with the foundational knowledge to succeed.

6.3a

4) Describe how the State of Ohio benefits from an additional internet or computer-based community school.

iSVA has a unique approach to online education. First, students are taught the arts of reasoning and discourse as a standard part of each curricular focus. We believe success in college and in life rests upon an individual's ability to understand content, discern evidence, and form opinions based on reasoning, as well as an ability to participate in meaningful and respectful discourse with others. Secondly, we approach instruction with an instructional team approach. This provides students with multiple, supporting adults who are coaching, teaching, and providing remediation to ensure a concrete foundation of knowledge before graduation. Lastly, every individual student is important to us. The instructional teams review data and provide just-in-time interventions to keep students on track for college preparedness.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

Curriculum – Learning Standards	6.3b	<p>1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership & reasoning, and social-emotional learning.</p> <p>2) Provide evidence of alignment for all core and non-core content area curriculum that complies with the standards developed by the International Association for K-12 Online Learning.</p> <p>If the school will use Ohio’s Learning Standards in all core and non-core content areas, please check the box. <input checked="" type="checkbox"/></p>
Attachment #1 Ohio Correlation Documents		
Curriculum - Model	6.3b	<p>2) Does the school plan to use the Ohio Model Curriculum?</p> <p><input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.</p> <p><input checked="" type="checkbox"/> No, the school will utilize the curriculum model described below.</p> <p>If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.</p>
<p>As part of the Responsive Ed family of schools, iSVA has been instrumental over the last two decades in the development of a rigorous, relevant, and meaningful digital curriculum called Bright Thinker. iSVA will use this digital curriculum as it aligns with our mission, vision, and values, while providing a mastery-based approach to learning content in core and non-core areas. For details on the curriculum model, please view the attached curriculum model document Attachment #2 Curriculum Model.</p>		
Curriculum - Pacing Guides	6.3b	<p>3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.</p>
<p>The development of pacing guides is completed by the instructional team in each content area. The first step in this process is deconstructing the academic standards. The team carefully analyzes the standards, breaking them down into their core components. They identify the essential knowledge students need to acquire, such as key concepts or topics, and the skills they must develop, reflected in the verbs within the standards. This analysis also</p>		

considers the depth of knowledge required, whether students are expected to recall information, apply concepts, analyze data, or synthesize ideas. Through this process, the team generates clear, measurable learning objectives that reflect the intent of the standards.

With the standards deconstructed, the team then maps instructional content to these objectives. This involves aligning all digital resources and supplemental materials with the skills and knowledge outlined in the standards. They also look for opportunities to create cross-curricular connections, enriching the learning experience by linking concepts across subjects. Care is taken to ensure that standards are aligned vertically across grade levels, so students build on their knowledge seamlessly as they progress through school.

The team then establishes a realistic timeline for delivering instruction, dividing the school year into grading periods. They sequence the standards in a logical order, ensuring that earlier concepts lay the foundation for more complex skills later in the year. Consideration is also given to integrating assessments—both formative and summative—into the pacing guide, allowing for regular monitoring of student progress.

Recognizing that every classroom is unique, the team incorporates flexibility into the pacing guide. Buffer periods are included to allow for reteaching when students struggle or to offer enrichment for those who excel. Space is also created for review sessions before major assessments and for engaging projects that may span multiple disciplines. Each content facilitator ultimately develops a week-by-week pacing guide according to the unique needs of their learning cohort.

The pacing guide is not a static document. It is revisited and refined regularly based on feedback from members of the instructional team, updates to state standards or assessments, and trends in student performance data. This iterative process ensures that the guide remains relevant and effective..

Curriculum – Lesson Template	6.3b	4) Explain what specific components are to be included in model lesson plan templates and rationale.
<p>Model lesson plans follow the VESTED lesson model framework. VESTED provides educators with an automatic way to remember each of their types of learners. V = View: Students are given ways to activate prior knowledge through videos, images, animation, or even through sound. E = Experience: Students are given opportunities for interactives, virtual manipulatives, or other experiential activities that aid the kinesthetic learner. S = Speak: Students are given experiences that allow them to articulate their beliefs, provide evidence to support those beliefs, and reasoning that provides the logic to their conclusion. This enables auditory learners an opportunity to excel and also provides English Language Learners multiple ways to process their learning while practicing the acquisition of language. E = Extend: students are encouraged to extend their learning through inquiry into deeper concepts, inquiry about applications of concepts or predictions about future possibilities. Lastly, D = Deliver, which is the summative assessment or a student’s opportunity to demonstrate their mastery of the content.</p>		

By utilizing the VESTED lesson model, differentiation for all learners is pre-planned, which enables the instructional team to more easily accommodate specific needs of each student, each year.

Curriculum - Alignment with Ohio Learning Standards

6.3b

5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.

iSVA's curriculum model exemplifies a strong alignment with the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019–2024, and the core values embedded in the mission, vision, and philosophy of providing hope through educational options. The curriculum prioritizes both academic rigor and moral development, ensuring that students are equipped with the skills and values necessary to thrive in a free society.

Through a comprehensive approach to curriculum design, lessons and instructional strategies are aligned to Ohio Learning Standards, ensuring that students meet and exceed the expectations set for foundational knowledge in key subject areas. The integration of cross-curricular units and project-based learning reflects a commitment to fostering both critical thinking and problem-solving skills. For example, the school's approach to history and government instruction emphasizes not only content mastery but also a deep understanding of civic responsibility and the principles of liberty, directly aligning with the mission to promote a free society.

The school's model further mirrors the priorities of the Ohio Strategic Plan for Education by addressing the holistic development of students. Interdisciplinary approaches to instruction encourage the blending of arts, sciences, and humanities, helping students develop well-rounded knowledge. Social-emotional learning, a key component of the Strategic Plan, is embedded in classroom practices and school culture. Teachers employ strategies that nurture resilience, empathy, and leadership, fostering an environment where students grow not only academically but also in character. This aligns seamlessly with the school's goal of cultivating moral excellence.

The flexibility of the curriculum also embodies the school's mission to provide hope through educational options. Offering opportunities such as dual enrollment, advanced coursework, and career-focused pathways ensures that students of diverse aspirations and abilities can achieve academic excellence. This adaptability reflects the school's commitment to equity and access, ensuring that every student can find a path that resonates with their personal goals and circumstances.

Ultimately, the school's curriculum achieves its purpose by integrating rigorous academics, ethical principles, and individualized learning opportunities. This alignment with state standards, strategic goals, and the school's philosophy underscores a holistic vision for education—one that inspires hope, nurtures potential, and prepares students to be leaders in a free and just society.

Curriculum - Literacy Skills	6.3b	<p>6) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction (i.e. search ODE Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018 and Ohio's Dyslexia Guidebook). Describe how the school will monitor the implementation of literacy practices for fidelity and impact. Include instruction in foundational word recognition, language comprehension, and writing skills, as well as intervention methods for off-track students.</p>
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Literacy is important to all students, but to the online student, literacy is at the core of nearly every learning activity. Because content is delivered asynchronously, the amount of reading and reading comprehension required of an online student is greater than that of a traditional student. We have developed the following plan to ensure the identification and development of the level of literacy of each student, and to provide support as needed.

Quality curriculum

Our curriculum is developed with literacy in mind. Our literacy specialist works through the digital curriculum to provide additional reading and literacy support. We regularly conduct sessions for parents (ParentU) to learn how they can support their child(ren) from home while utilizing the robust framework integrated into the curriculum. All of our literacy lessons are built upon the Science of Reading framework, and all instructional staff are trained in Science of Reading strategies. Many of them are fully trained as specialists, themselves. This dedication to literacy ensures that literacy is integrated into every course across all content areas.

The five components of literacy (Ohio Dept. of Ed.)

Teacher capacity

A part of the onboarding process of any teachers, tutors, or instructional assistants is an overview of Science of Reading concepts. Regular, job embedded, professional development reinforces these concepts throughout the year. Our teachers are expected to continue their learning as they continue working with students and encouraged to eventually become Science of Reading certified. Annual refresher training is a part of the return to school, as well as continued job-embedded follow-up. An emphasis on cross-curricular literacy development is a part of our culture.

Even though our staff has already been trained on the Science of Reading, as a refresher, teachers, facilitators, and mentors will complete the courses offered by the State of Ohio, available on the Department of Education Workforce webpage. These courses will be tailored to their specific roles, with pathways such as:

- Ohio's Introduction to the Science of Reading, Grades 6-12
- Ohio's Introduction to the Science of Reading, Grades 6-12 (Abbreviated)
- Ohio's Introduction to the Science of Reading, Teachers of Subject Areas other than English Language Arts, Grades 6-12
- Science of Reading, Administrator Course

After teachers complete their respective introductory courses, our Literacy Specialist will coordinate monthly sessions to address specific aspects of the Science of Reading for ongoing professional development. These targeted sessions will cover a range of essential topics throughout the year, ensuring that all requirements set by the DEW are fully met and that teachers receive continued support in their instructional practices.

Courses to Build Knowledge of Data use:

- 6-12 Design Intervention
- 6-12 Comprehensive System of Assessment
- 6-12 Intervention Through Data-Based Decision Making
- 6-12 Progress Monitoring

Courses to Build Instructional Capacity:

- 6-12 Academic Language
- 6-12 Morphology
- 6-12 Scaffolding Strategies
- 6-12 Motivation

All of these courses are aligned with Ohio's Literacy Instructional Coaching Model and are available on the DEW website to ensure compliance with state requirements.

Our unique instructional team model ensures that every student has multiple layers of support. Working together as a team, our instructional staff support students from multiple perspectives and skillsets. Team meetings to most effectively reach and teach each student are a regular part of the work week. Because of this multi-layer system, there is never a student left without support. Gluing the team together is the Learning Mentor, who

develops a coaching relationship with the student and acts as a liaison between the parents and the instructional team.

Multi-tiered systems of support

With the instructional team model, students are provided with a high quality curriculum, aligned directly with state standards, and provide rigorous and engaging work maximizing the tools and resources provided by technology. This curriculum is enhanced by our Managing Instructors. Students have Learning Facilitators who provide direct support, including 1:1 tutoring, small group synchronous sessions, and who assigns and grades work. If a student is unsuccessful, the Learning Facilitator provides reteach and retake opportunities.

Should a student continue to be unsuccessful with their coursework, the instructional team, including the Managing Instructor develop a plan for intervention for the student.

Tier 1: intervention involves the Managing Instructor and Learning Facilitator identifying the key content area(s) the student has not mastered and making a plan for a tutoring schedule with the Learning Facilitator. If, after receiving tutorials, the student is able to demonstrate mastery of the content through summative assessment, they will proceed through the course.

Tier 2: Managing Instructor and Learning Facilitator elevate their RTI efforts to include reteach of the concept (designed by the Instructor) and additional, required tutorials for the student. If there is more than one student who is struggling with the same concept(s), small group instruction may be called for. As with Tier 1, if the student demonstrates mastery after intervention, they will continue with the course. If the student has not been successful after intervention attempts, or if the student has failed to attend tutorial sessions, the process moves to Tier 3.

Tier 3: At this point in the RTI process, a determination must be made, wherein the Campus Director will call a meeting of the parents/guardians of the student, the teachers of the student, and the Campus Director to make a determination of whether online delivery is the appropriate method of instruction for the student. Determinations will be made on a case-by-case basis. If it is determined that the student, overall, is being successful in the online setting, a more intense application of previous attempts at intervention will be planned by the instructional team. This may include, but not be limited to, more frequent tutorial sessions, parental assistance with at-home activities to reteach, and reteach through the course LMS. If the student is determined to be struggling in a significant amount of their classes, a recommendation may be made to withdraw the student to a brick and mortar school. It is the intent of iSVA to always do what is in the best interest of each student under their guidance.

Learning Facilitators will be responsible for monitoring student progress toward growth in accordance with expectations each year. If the student is not performing in a way that will promote adequate growth, the RTI system can be activated, even if the student has been passing their courses. This

could be a result of slow pacing, attendance issues leading to lost instructional time, or any other event that affects the students ability to experience satisfactory growth. The Campus Director will monitor data on a campus-wide and teacher by teacher basis to ensure that students are adequately monitored throughout the year.

To effectively meet the diverse needs of our students, we will implement a series of carefully considered steps and actions before placing students in the appropriate intervention plan. One key measure we propose is the use of *Pro-Core*, an online system approved by the state of Ohio for screening and progress monitoring. This tool will help us accurately assess students' performance and needs.

Should it be determined that a student requires Tier 3 intervention, we will implement the *LANGUAGE! Live 2.0* program. This program is well-suited for our students population as it is grounded in the principles of the Science of Reading, specifically designed for upper grades (5th-12th grade). It is imperative to mention that this program although it can be used for intervention for all reading strugglers, it is particularly beneficial for students with dyslexia and ESL students. Furthermore, it offers both synchronous and asynchronous instruction, making it an ideal solution for virtual learning environments.

With these tools and programs in place, we aim to provide instruction that is both effective and efficient, ultimately helping students achieve their academic goals.

Parent partnerships

In online learning environments, parents must be partners with the educators in order to facilitate the highest possible achievement. In this effort, parents are provided with access to their student's progress in the LMS, have the resources of the Learning Mentor available to them, and participate in the Tier 3 intervention process. Additionally, in order to equip parents and guardians with as many resources as possible, regular training sessions are made available to parents in topics such as how to monitor their students online, resources and tools for parents, and technology basics (ParentU).

Community collaboration

As a part of the holistic secondary program, partnerships with various businesses and organizations in the community will be facilitated. These partnerships, in tandem with the Career and Technology training and courses provided through the school, can provide real-world experiences in a chosen career field. Partnerships are also sought to provide mentorship and support to students and to the school as a whole.

Dyslexia Support

Identification

All instructional staff are trained in the identification of students with Dyslexia. Tips on how to spot the potential need for diagnostic testing is included in this training. The instructional team model also provides a circle of support that assists in identifying students who may be on the Dyslexia spectrum.

Diagnostics

If a student has not already been diagnosed with dyslexia, but the instructional team believes there is a possibility of needed support, a professional with credentials to identify and screen for Dyslexia will conduct a Dyslexia screener to identify if the student is a candidate for Dyslexia services.

Support

If a student has Dyslexia, they will be provided with dyslexia learning support as indicated by the student's need, identified in tandem with the Dyslexia Diagnostician, parents, and the instructional team. These supports can include, but are not limited to:

- Multi-sensory instruction
- Decoding Skills
- Repetition
- Small group or individualized instruction
- Structured literacy instruction

In addition, students have access to a range of assistive technology tools that can be utilized across all content areas. The most widely used tools are listed and described in the table below:

Tool	Description
Text to Speech	This feature provides the following:

(application embedded in our platform).	<ul style="list-style-type: none">● Text to Speech (customizable)● Screen masks● Dictionary● Picture dictionary● Translation in several languages (Paragraphs can be translated)● Highlighters● Magnifiers for text
Read and Write	<ul style="list-style-type: none">● Spell Check● Predictive● Dictionary● Picture Dictionary● Screen Masks● Highlighters● Simplify text● Vocabulary lists● Read aloud practice
Reader View	<ul style="list-style-type: none">● Removes ads to reduce distractions from websites.● Adjusts text by allowing users to change the

font, size,
letter spacing
and sentence
spacing.

- Adjusts background allowing users to change the color in order to eliminate accessibility issues.
- Displays longer pages as one continuous page.
- It allows you to interact with the text from the websites, by adding notes with sticky notes or even taking away information not needed.

Students have access to a video where all these tools are explained thoroughly.

Alignment with Ohio Literacy Laws, Rules, and Guidelines

We strongly believe in the value of literacy skills across all content areas and across all grade levels. Our Literacy Skills plan aligns with Ohio's Plan to Raise Literacy Achievement as outlined in the guide for school leaders, grades 6-12.

All of our work in this area aligns with the Science of Reading. Our instructional staff have completed Science of Reading professional development. We have members of our staff who are certified Literacy Specialists. Part of our onboarding process for instructional staff includes Science of Reading professional development, with ongoing, collaborative PLCs to reinforce understanding.

Our course designers are trained in Science of Reading and implement literacy skill development across all content areas. Students have the opportunity to read, write, and analyze text throughout each content area.

Intervention support

Our Literacy Specialist works collaboratively with instructional staff to strengthen these opportunities for practice in literacy. When students are identified as needing additional support, our Literacy Specialist works directly with that student and with their parents and instructors to provide 1:1 support to increase growth in literacy.

Curriculum – Future Success

6.3b

7) Describe how the school will identify and support student's future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).

Student success at iSchool Virtual Academy (iSchool) is defined by both academic achievement and character development. Academically, success is measured quantitatively by mastery of each subject, the earning of seals, and the completion of community service hours, CPR training, and all state-required tests. The culmination of these measures is the attainment of a high school diploma, as well as acceptance into a post-secondary institution. Ideally, students graduating from iSchool should also have earned college credit in the form of acceptable scores on Advanced Placement tests and/or successful completion of dual credit programs in partnership with area community colleges.

Beyond academics, iSchool believes student success must include the development of moral and ethical values, resilience, self-motivation, a sense of responsibility, accountability, and self-efficacy. Our students are seen as successful when they graduate as informed, capable, and ethical individuals who are prepared to contribute to society and pursue further education and subsequent, successful careers.

Plan for Achieving Student Success

- Personalized Learning Environment
 - Individualized Instruction: iSchool will offer a personalized, mastery-based learning program where students can progress at their own pace. This approach allows each student to receive the attention they need, catering to their unique learning styles and needs.
- Comprehensive Support System
 - Learning Facilitators and Mentors: Students will be supported by dedicated Learning Facilitators and Mentors who will guide them through their educational journey. Learning Facilitators will focus on academic instruction, while Mentors will provide additional support and encouragement, ensuring that students remain engaged and motivated.
- 1:1 Interactions
 - Regular interactions between students and the instructional team will be a cornerstone of our approach, ensuring that students are not just another number but are truly known and supported throughout their education
- Tech-Forward Curriculum
 - Digital Curriculum: Our curriculum will be designed to increase the frequency and quality of interactions between students and educators, utilizing technology to create engaging and effective learning experiences.
- Opportunities for College Credit
 - Advanced Placement courses will be offered as credit for graduation requirements as well as potential earning of college credit
 - Partnerships with area community colleges will provide opportunities for students to simultaneously earn college credit while completing high school graduation requirements.
 - Emphasis on critical thinking and argumentation skills to provide students with the reasoning and discernment necessary for a successful college experience.
- Character Development
 - Ethical and Moral Education: We will integrate character development into our curriculum, emphasizing the importance of ethical behavior, perseverance, and personal responsibility. Students will be encouraged to view their education as a means to contribute positively to society.
 - Growth Mindset: By fostering a growth mindset, we will encourage students to see failures as learning opportunities and to persist in their efforts, building resilience and self-motivation.

- Community and Citizenship
 - Civic Engagement: Students will be encouraged to engage with their communities and understand their role in contributing to a free society. This will be achieved through projects, discussions, and activities that connect their learning to real-world issues and challenges.
- Preparing for the Future
 - Our ultimate goal is to prepare students not just for graduation, but for life beyond high school, where they can apply their knowledge, skills, and values to make a positive difference in the world.

Measurement and Tracking of Student Success

- Academic Tracking
 - Mastery-Based Assessments: Student progress will be tracked through mastery-based assessments, ensuring that students only move forward once they have fully understood and mastered the material. This will be tracked digitally, allowing for real-time updates on student progress.
- Graduation and College-Credit Completion Rates
 - Success will be measured by high graduation rates and the number of students earning college credit through AP and dual credit opportunities.
- Student Engagement and Well-Being
 - Regular Check-Ins: Mentors will conduct regular check-ins with students to monitor their well-being, engagement, and progress. This will allow us to identify and address any issues early on.
- Feedback
 - We will gather student and parent/guardian feedback regularly to ensure that their needs are being met and to make adjustments to the program as necessary.
- Character and Citizenship
 - Behavioral Assessments: Students' development in areas such as resilience, responsibility, and ethical behavior will be assessed through both self-reports and observations by educators and mentors.
- Civic Participation
 - Participation in community service and civic engagement activities will be tracked as a measure of students' commitment to contributing to society.

Reasonableness and Attainability of the Plan

Given iSchool's commitment to individualized education, meaningful interactions, and comprehensive support systems, students are provided extensive support toward success. The use of data-driven assessments and regular monitoring will ensure that students are on track to meet their goals.

At campuses where a college preparatory model is implemented, we have seen student success firsthand. Our methods and approach are tried and true with proven results.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology? With strong evidence and great detail, each of the following items should be addressed.*

Instructional Delivery Methods	6.3c	1) Explain in detail the <u>primary</u>, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.
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Computer assisted learning systems: The LMS offers students the opportunity to participate in discussions, review content, take quizzes, practice tests and exams, submit projects, and participate in interactive activities..

Virtual classrooms: The virtual classroom is accessed through the LMS where students can easily access coursework, announcements, teacher contact information, student pacing guides, tutorial signups, and any required or optional live sessions.

Virtual laboratories: Virtual labs can be done either asynchronously or synchronously. A qualified teacher will create the lab and may facilitate the lab when needed. The use of research-based, standards-aligned virtual labs will be facilitated through supplemental digital resources.

Electronic field trips: Students will have the opportunity to participate in electronic field trips through appropriate internet sites that have been vetted by a qualified teacher. Activities like these can be done asynchronously, with a qualified teacher providing guided questions, or synchronously with a qualified teacher chaperoning in the online environment.

Virtual tutoring: Each subject provides open synchronous sessions each week where students may come without scheduling for tutoring. Additionally, each subject provides a link on their landing page where students may sign up for private, synchronous tutorials with teachers.

Group discussions: Group discussions are held asynchronously through the LMS where student created threads are shared. The discussions are created by and monitored by qualified teachers. An important part of the iSVA experience is Socratic Seminars. The online environment provides a unique opportunity to dive deeper into these discussions by facilitating an asynchronous pre-discussion utilizing appropriate protocols, followed by required, synchronous teacher-facilitated synchronous Socratic seminars through Google Meet.

Non-computer based activities: Students have the opportunity to participate in non-computer based activities such as creating posters, visiting local historical sites, and conducting short experiments. Students are able to submit photographs of these activities for a grade in some courses. Additionally, students are encouraged to use a part of each Friday to pursue something in their community. This can include a wide variety of activities, which can include exercise/athletics, volunteering, community-based learning activities, and career explorations. The activities completed on Fridays are planned by the student, reviewed by the instructional team, and monitored as the student completes work toward proficiency of standards in their coursework. In this way, for example, a student who is involved in athletics or community theater may be able to earn some or all of their required proficiency scores by doing this work, as determined by the qualified teacher.

**Instructional Delivery
Methods – Research Base**

6.3c

2) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. Refer to [ESSA](#) definition of evidence based strategies. Provide documentation from the: [What Works Clearinghouse](#), Ed Trust, or [Ohio's Evidence-Based Clearinghouse](#) for meeting level I or II criteria.

We emphasize a purposeful integration of evidence-based instructional methods, ensuring alignment with the Every Student Succeeds Act (ESSA) definition of evidence-based strategies. The delivery methods and strategies are selected based on rigorous research, as well as their demonstrated impact on the student population served. These strategies align with levels I and II of ESSA criteria, supported by documentation from sources such as the What Works Clearinghouse and Ohio's Evidence-Based Clearinghouse.

A cornerstone of the school's instructional approach is differentiated instruction, a Level I evidence-based strategy widely recognized for its effectiveness in improving academic outcomes for diverse learners. Through flexible grouping, tailored lesson plans, and formative assessments, teachers adjust their methods to meet the needs of each student. Research cited in the What Works Clearinghouse confirms that differentiation significantly enhances student achievement across content areas, particularly for students who may be at risk of falling behind. This approach directly benefits your student population by addressing the varied learning needs and promoting equity in educational outcomes.

Another key delivery method is the use of direct instruction combined with inquiry-based learning. Direct instruction provides clear, structured teaching of foundational skills, while inquiry-based approaches engage students in critical thinking and problem-solving activities. This blend has been identified in Ohio's Evidence-Based Clearinghouse as a Level II strategy with a strong impact on students' higher-order thinking skills. For example, in your

school's civics and history programs, students master foundational knowledge through direct teaching, then apply their learning in project-based simulations that explore concepts of liberty and governance.

Character development is also a critical component of the school's strategy, fostering emotional intelligence, resilience, and interpersonal skills. This is facilitated, in part by utilizing Social-Emotional Learning (SEL) interventions, endorsed by the Ed Trust as Level I strategies, are integrated into daily instruction and extracurricular activities. Programs aligned with CASEL's evidence base—such as structured morning meetings or peer mentorship opportunities—have shown measurable benefits in improving both academic performance and overall student well-being, particularly among underserved populations. These strategies align with the school's mission to cultivate moral excellence while addressing the holistic needs of its students.

Further reinforcing these practices, the school employs high-quality formative assessments to inform instruction and monitor student progress. The use of data-driven instruction, a Level I evidence-based strategy validated by the What Works Clearinghouse, ensures that teaching methods remain responsive to student performance. Teachers regularly analyze assessment results to identify learning gaps, adapt lesson plans, and implement targeted interventions. This practice not only supports academic growth but also exemplifies the school's commitment to providing hope through educational excellence.

The evidence base for these strategies is well-documented in recognized clearinghouses, reflecting their effectiveness in improving outcomes for the population your school serves. These approaches are not only aligned with the best practices outlined in ESSA but are also deeply intertwined with the school's mission to inspire students to thrive both academically and morally in a free society. This alignment ensures that the delivery methods employed are both impactful and mission-driven, creating a transformative educational experience for all students.

Instructional Delivery Methods - Resources/Materials	6.3c	3) Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology. Refer to Ohio Approved Curriculum List for Literacy Materials.
<p>At the opening of the school, technology platforms will be in place, including a learning management system (LMS), student information system (SIS) and a digital curriculum that covers Ohio learning standards. Additionally, supplemental resources will be available to Math and Science instructional staff through a partnership with a digital manipulative/laboratory resource, ExploreLearning. LANGUAGE! Live will be in place for literacy materials and is on the list of approved reading intervention resources.</p>		
Instructional Delivery Methods - Resources/Materials	6.3c	4) Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.

Annually, the program director will initiate a review of changes in state standards and notify the instructional team and Virtual Program Administrator of any updates to the state curriculum. Virtual Program Administrator will run curriculum alignment reports from the digital curriculum. Instructional team will check them against the updated standards. For any missing standards, the instructional team will create lessons to cover the standards to the depth and complexity dictated by the missing standards. Instructional team will keep an alignment log that shows their work in identifying gaps, creating lessons, and peer review. The Virtual Program Administrator will review the logs and spot check against the courses to ensure adequate updates have been made. At the end of each review period, the Virtual Program Administrator will review the work that has been done and acknowledge completion of the review process, Virtual Program Administrator will include the results of the review in the annual evaluation documents provided to the school board.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

Continuous Improvement	6.3d	1) How will the school develop, monitor, and evaluate a school improvement plan using the Ohio's Improvement Process . Describe the structures and processes to support the improvement planning.
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The school will develop, monitor, and evaluate its school improvement plan through a structured and intentional use of Ohio's Improvement Process (OIP). This framework ensures that the school's efforts are strategic, data-driven, and aligned with both state priorities and the school's mission to provide hope and promote academic and moral excellence.

The development phase begins with a comprehensive needs assessment conducted by the Building Leadership Team (BLT). This team, composed of school leaders, teachers, and other stakeholders, will gather and analyze data related to student achievement, attendance, behavior, and other key indicators of school performance. Through this analysis, the team will identify priority needs, root causes, and focus areas for improvement. Using this information, the team will establish clear, measurable goals and create a detailed action plan outlining strategies, resources, and timelines for implementation.

To ensure successful implementation, the BLT will rely on collaborative structures that align with the OIP's framework. The Instructional Team will play a vital role in translating school-wide goals into actionable strategies at the classroom level. These teams will meet regularly to review student data, assess the effectiveness of instructional strategies, and adjust practices to meet the needs of all learners. Communication between the Instructional Team and the BLT will ensure that efforts remain cohesive and focused on achieving the improvement plan's objectives.

The monitoring phase is an ongoing process embedded in the school's culture of continuous improvement. The BLT will track progress through established benchmarks and metrics, using tools such as progress monitoring data, teacher feedback, and classroom observation results. Monthly

meetings will provide an opportunity to review this data and evaluate the implementation of strategies, ensuring that the plan remains on track and that any barriers to success are addressed promptly. The school's leadership will also maintain open lines of communication with staff, students, and families, fostering a shared commitment to the improvement process and celebrating milestones along the way.

Evaluation of the school improvement plan will be systematic and focused on outcomes. At the end of each implementation cycle, the BLT will conduct a summative review to determine the extent to which goals have been met. This review will include analyzing student achievement data, soliciting feedback from stakeholders, and reflecting on lessons learned. The results of this evaluation will inform the development of subsequent plans, ensuring that the school continues to grow and adapt based on evidence and best practices.

By embedding the Ohio Improvement Process into its structures and practices, the school creates a sustainable framework for driving meaningful and measurable improvement. This approach ensures that the school's efforts remain aligned with its mission and responsive to the needs of its students, fostering an environment of academic excellence and moral growth.

Ohio Teacher Evaluation System (OTES)	6.3d	<p>2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
<p>We will utilize Ohio's teacher evaluation system. Evaluations will be performed by credentialed individuals, including the Virtual Program Administrator/Regional Director (licensed Ohio principal), and/or the Director of Virtual Learning (licensed Ohio principal).</p>		

Ohio Principal Evaluation System (OPES)	6.3d	<p>4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
Local Professional Development Committee	6.3d	<p>6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.</p>
<p>The school will create a local professional development committee which will include, at minimum, a member of campus administration and a member of instructional staff. Prior to the beginning of the school year, this committee will meet to determine bylaws, review committee membership, and outline roles and responsibilities. Additionally, the committee will develop processes for the establishment of an annual calendar of professional development. This annual calendar will be provided to all professional staff and reviewed in end-of-year evaluations.</p>		
Resident Educator Program	6.3d	<p>7) Discuss implementation of Ohio's Resident Educator Program in the school (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).</p>
<p>At the start of the new school, we will not implement Ohio's Resident Educator Program. This is because of lower staffing and the likelihood that we will not be able to fully include the program in the first year of operation. However, we have developed robust internal programs that align more closely with our unique mission and approach to education. These internal systems provide Learning Facilitators with the opportunity to grow and develop as educators through an on-the-job learning model, guided by close mentoring relationships with experienced, seasoned teachers.</p> <p>Our approach begins with the intentional pairing of new Learning Facilitators with veteran educators who exemplify the school's values of academic and moral excellence. These mentors provide hands-on support, offering guidance in classroom management, instructional strategies, and the</p>		

integration of the school's philosophy into daily teaching. The mentorship process is embedded in the daily rhythm of the school, allowing for organic, real-time feedback and collaboration. This ensures that new Learning Facilitators are not only learning but also applying their knowledge and skills in a meaningful context.

Learning Facilitators participate in structured professional development sessions designed to address both foundational teaching skills and the specific practices that define the school's approach to education. These sessions are complemented by regular observation and reflection cycles, during which mentors and facilitators discuss strengths, areas for growth, and strategies for improvement. This iterative process fosters continuous professional growth and allows Learning Facilitators to refine their practice in alignment with the needs of their students.

To monitor progress, the school utilizes a portfolio-based system where Learning Facilitators document their growth through lesson plans, reflective journals, and evidence of student learning. These portfolios are reviewed periodically by mentors and school leadership, ensuring that facilitators are meeting clear developmental milestones. Feedback is provided in a supportive and constructive manner, focusing on both immediate and long-term goals for professional growth.

This internal program is intentionally flexible and tailored to the specific needs of our Learning Facilitators, providing a level of personalization that would not be possible through a standardized external program. By fostering deep and meaningful relationships between new educators and their mentors, the program not only builds teaching capacity but also strengthens the culture of collaboration and excellence that defines the school.

Through this approach, Learning Facilitators are equipped to grow into highly effective educators who are deeply aligned with the school's mission. The focus on learning by doing, supported by mentorship and reflective practice, ensures that new teachers are prepared to inspire hope, cultivate moral and academic excellence, and contribute meaningfully to the success of their students and the school community.

As enrollment and staffing grows, we will implement the Resident Educator Program to support new teachers as they transition into their professional roles, ensuring that they grow in their practice and align with the school's mission of fostering academic and moral excellence. This structured program emphasizes mentoring, collaboration, and ongoing professional development to help resident educators build confidence and competence. This will be done in tandem with our own instructional team model.

Professional Development Plan for Teachers	6.3d	8) Using the Ohio Standards for Professional Development (adopted 2015) , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Include a statement regarding the school's plan for ensuring that teachers are trained in and demonstrate competency in online instructional methodologies and learning technologies.
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The school will create a differentiated professional development plan for teachers in alignment with the Ohio Standards for Professional Development, emphasizing data-driven, ongoing, and collaborative learning. The plan will be informed by multiple inputs, including student performance data,

curriculum needs, OTES evaluations, Individual Professional Development Plans (IPDPs), and insights from the Resident Educator Program. Professional learning opportunities will address diverse teacher needs, focusing on improving instructional practices and student outcomes.

Implementation will involve a combination of workshops, coaching, collaborative professional learning communities (PLCs), and individualized support. The school will prioritize aligning professional development activities with its continuous improvement plan (CIP), ensuring a direct connection between teacher growth and strategic school goals. Regular analysis of student data will guide adjustments to the plan, ensuring responsiveness to evolving challenges and opportunities.

Evaluation will occur through teacher feedback, classroom observations, and evidence of improved instructional effectiveness and student achievement. To meet the demands of modern education, the school will ensure that all teachers receive training in online instructional methodologies and learning technologies. This training will empower teachers to create engaging and effective virtual learning environments, demonstrating the skills necessary for 21st-century teaching. Through this comprehensive approach, the professional development plan will support teachers' growth and the school's mission of continuous improvement.

Professional Development Plan for School Leaders

6.3d

9) Using the [Ohio Standards for Principals](#), describe how the school will *develop, implement, and evaluate* a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Include a statement regarding the school's plan for ensuring that school leaders are trained in and demonstrate competency in online instructional methodologies and learning technologies.

The school will develop a differentiated professional development plan for school leaders guided by the Ohio Standards for Principals, ensuring alignment with student data, curriculum priorities, and evaluation frameworks such as OTES and OPES. The plan will be informed by individual Professional Development Plans (IPDPs), feedback from the Resident Educator Program, and identified needs within the school's curriculum and instructional practices. School leaders will participate in data-driven training sessions designed to address specific areas of improvement, including instructional leadership, staff evaluation, and student achievement.

Implementation will involve ongoing collaboration through leadership team meetings, targeted workshops, and coaching sessions. These efforts will be tailored to address the diverse responsibilities of school leaders while linking directly to the school's continuous improvement plan (CIP). By using real-time data and progress monitoring tools, the professional development plan will remain responsive to evolving school goals and performance metrics.

Evaluation of the professional development plan will include regular reflection and feedback cycles, utilizing evidence of improved leader effectiveness and measurable outcomes tied to student success. Training on online instructional methodologies and learning technologies will be a priority, ensuring leaders demonstrate competency in managing and supporting effective virtual learning environments.

School Calendar	6.3.1	9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODEW. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODEW and may require a corrective action plan.
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iSVA of Ohio
School Calendar
2025-2026 (Proposed)

July						
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27	28	29	30	31		

August						
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31						

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May						
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25	26	27	28	29	30	31

First day of School
August 18, 2025

Last Day of School
May 23, 2026

Holidays:
 Labor Day (09/02/2025)
 Veterans Day (11/11/2025)
 Thanksgiving Break (11/20-22/2025)
 Christmas Break (12/23/2025-01/01/2026)
 Student Holiday 01/02/2026
 MLK, Jr. Day 01/20/2026
 Spring Break 03/10-14/2026
 Memorial Day 05.26.2026

Staff Development:
 08/04-07/2025
 01/02/2026

Student Orientation:
 08/11-15/2025

Total School Days = 180
Student Schedule:
 60 min: ELA
 60 min: Math
 60 min: Science
 60 min: Social Studies
 60 min: Fine Arts/ PE
 60 min: Electives
 Total Available Hours: 1080

Daily Schedule

6.3.1

10) Provide the school's proposed daily schedule(s). The daily schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the

		number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.
<p>School Days = 180</p> <p>Student Schedule:</p> <p>60 min: ELA</p> <p>60 min: Math</p> <p>60 min: Science</p> <p>60 min: Social Studies</p> <p>60 min: Fine Arts/ PE</p> <p>60 min: Electives</p> <p>Total Available Hours: 1080</p> <p>For students, these daily hours can be between the hours of 9:00 AM and 4:00 PM. This provides flexibility for students to participate in other activities in the morning or afternoon, or to receive additional tutoring time outside their six instructional hours each day.</p> <p>Teacher schedule:</p> <p>8:30 - 9:00 AM Individual planning time</p> <p>9:00 - 10:00 AM Open live sessions</p> <p>10:00 AM - 12:00 PM Scheduled tutorials and grading</p> <p>12:00 PM - 1:00 PM Lunch</p> <p>1:00 - 2:00 PM Open live sessions</p> <p>2:00 - 4:00 PM Scheduled tutorials and grading</p> <p>4:00 - 5:00 PM Common planning time</p>		

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

Prevention and Intervention Plan	6.3.2	<p>1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.</p> <p>2) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of <u>ALL</u> students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
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iSVA has plans to provide for the physical, social, emotional, and cognitive development of students. This model ensures that every child is healthy, safe, engaged, supported, and challenged in an environment that fosters their growth into successful, contributing members of society. Here's a breakdown of the key elements:

1. Health. In order to ensure students have access to the physical and mental health resources they need to thrive, we will partner with healthcare providers to offer regular health screenings, vaccinations, and fitness programs, whether virtually or in person. Regarding student mental health, stress management, crisis intervention, and character development will be integrated into the curriculum. Additionally, all students will complete courses that include topics such as healthy lifestyle choices, including nutrition, sleep, and substance abuse prevention.
 2. Safety. The online architecture of the educational environment is kept secure and safe by the implementation of anti-bullying/anti-harassment policies, and emergency preparedness plans.
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3. Engagement. The instructional approach utilized by iSVA is designed to cultivate students' interest and active participation in their learning journey. This is done by developing student self-efficacy and ownership of their own learning. At iSVA, we include students in decision-making processes as well as build in them the capacity to track their own progress, make goals, and celebrate their own successes. Our instructional team designs enrichment lessons that integrate real-world experiences and familiar situations to increase relevance to students. All our students have the opportunity to participate in clubs and competitions throughout the school year, including eSports, Chess, and clubs that are developed each year according to the interests of the student body.
4. Personalized Learning. The iSVA experience is personalized to meet the unique needs, interests, and strengths of each student. In collaboration with their Learning Mentor, students develop goals based on their successes, strengths, and personal aspirations. We utilize adaptive learning technologies and tools to provide differentiated instruction, and our digital curriculum is highly customizable to the needs of each student.
5. Preparation for Success. The mission of iSVA is the product of a strong focus on equipping students with the skills, knowledge, and mindset to thrive in college, careers, and beyond, and to become positive, productive members of our future society. Through various opportunities, such as career exploration and certification pathways, students work toward being college and career ready. All students develop financial literacy, critical thinking, problem-solving, and interpersonal skills as they experience the curriculum in high school.

Our tracks for concurrent/dual credit provide students with the skills and knowledge they will need as they apply for and attend the college of their choice.

Key Components of Implementation

- Collaboration: Partner with families, communities, and local organizations to provide holistic support for students.
- Data-Driven Decision Making: Regularly assess students' progress and adjust interventions to address gaps.
- Professional Development: Train educators to understand and implement whole-child principles effectively.

This model ensures that students are supported in every dimension of their development, empowering them to achieve moral and academic excellence and contribute to a free and flourishing society.

2) Instruction and remediation

As part of the educational process, instruction is conducted according to a scope and sequence planned by the instructional design team. Instruction is facilitated by the Learning Facilitator, who provides students with pacing guides, grades assignments and projects, and provides tutoring and small group, synchronous instruction.

The first step in the remediation process is also the responsibility of the Learning Facilitator. They will provide students with reteach, alternate assignments, or repeat attempts on original assignments. The Learning Facilitator utilizes the data available in the LMS, along with unit and benchmark assessments to determine the specific gaps in each student's learning, to provide personalized remediation opportunities.

If remediation is unsuccessful, the student is placed in tiered intervention as described below.

Intervention

When a student is found to be behind their individual goal for growth, intervention may be necessary.

Tiered intervention supports in schools are designed to provide targeted assistance to students who are struggling academically or behaviorally. The rationale for these supports is rooted in the belief that all students can learn, and that every student deserves an education that is tailored to their individual needs and abilities.

The Response to Intervention (RTI) framework is a problem-solving approach that schools use to identify and address students' learning and behavioral needs. Tiered intervention supports are a key component of RTI because they provide a systematic approach to supporting struggling learners. By providing support at different levels, schools can provide targeted assistance to students before they fall too far behind.

Tiered intervention supports are designed to help ensure that all students have access to high-quality education. Students who are struggling often need additional support to achieve their full potential. By providing tiered support, schools can help level the playing field and give all students a fair chance to succeed.

Tiered intervention supports are a proactive approach to supporting students. Rather than waiting until a student is failing to intervene, schools can use tiered supports to address issues early on, before they become more serious. This can help prevent students from falling behind and becoming disengaged from school.

Tiered intervention provides a customized approach to supporting students. Instead of a one-size-fits-all approach, schools can tailor interventions to meet the unique needs of each student. This can help ensure that students receive the support they need to be successful.

We believe that all students can learn and succeed. By providing targeted support at different levels, schools can help ensure that every student has the opportunity to achieve their full potential.

Plan for Tiered Intervention

The instructional team, utilizing Multi-Tiered Systems of Support (MTSS) for RTI, is designed to ensure that every student has several adults who are monitoring their progress. The student has one Learning Mentor who is regularly working with the student to develop goals, and to monitor their progress towards those goals. The Teacher is monitoring progress of students in their class, and meets with the Learning Facilitator on a regular basis for the purposes of identifying students who may be struggling and to identify content that may need improvement, based on class-wide data.

Any of the members of a student's instructional team can call a meeting of the instructional team to discuss a student who is in need of intervention. The teacher leads this meeting to ensure that all levels of intervention are accounted for, and that the goals described for student improvement are SMART goals.

Tier 1: intervention involves the teacher and Learning Facilitator identifying the key content area(s) the student has not mastered and making a plan for a tutoring schedule with the Learning Facilitator. If, after receiving tutorials, the student is able to demonstrate mastery of the content through summative assessment, they will proceed through the course.

Tier 2: Teacher and Learning Facilitator elevate their RTI efforts to include reteach of the concept (designed by the teacher) and additional, required tutorials for the student. If there is more than one student who is struggling with the same concept(s), small group instruction may be called for. As with Tier 1, if the student demonstrates mastery after intervention, they will continue with the course.

If the student has not been successful after intervention attempts, or if the student has failed to attend tutorial sessions, the process moves to Tier 3. A meeting of the parents/guardians of the student, the teachers of the student, and a campus administrator will be held in order to make a determination of whether online delivery is the appropriate method of instruction for the student. Determinations will be made on a case-by-case basis. If it is determined that the student, overall, is being successful in the online setting, a more intense application of previous attempts at intervention will be planned by the instructional team. This may include, but not be limited to, more frequent tutorial sessions, parental assistance with at-home activities to reteach, and reteach through the course LMS. If the student is determined to be struggling in a significant amount of their classes, a recommendation may be made to withdraw the student to a brick and mortar school. It is the intent of iSVA to always do what is in the best interest of each student under their guidance.

Teachers will be responsible for monitoring student progress toward growth in accordance with expectations each year. If the student is not performing in a way that will promote adequate growth, the RTI system can be activated, even if the student has been passing their courses. This could be a result of slow pacing, attendance issues leading to lost instructional time, or any other event that affects the students ability to experience satisfactory growth. The campus administrator will monitor data on a campus-wide and teacher by teacher basis to ensure that students are adequately monitored throughout the year.

Restoring Achievement

As iSVA has gained experience over the last two decades in online learning, we have found that even through all of the tiered systems of support, some students may continue to struggle, primarily due to becoming disengaged from the educational system. For this reason, we have created the REACH program, which stands for Reigniting Educational Aspirations, Creating Hope. This program, which directly aligns to our school's mission, implements an even greater system of support for students who have continued to fall behind.

The REACH committee consists of a campus administrator, a counselor, and the Learning Mentor for a student. The Learning Mentor brings to the committee a list of the students who they have found to be potential candidates for Project REACH, based on attendance, progress, and performance data. The committee will consider the following students as eligible for the REACH program:

- Those who withdrew from a Responsive Ed school last year and returned this year, OR
- Began the school year behind in credits or with identified, significant gaps in learning; OR
- Who have not made adequate progress over the last two weeks

REACH provides parents, students, and instructional staff with intentional monitoring and intervention support, while also outlining specific and measurable goals to be completed over the next 45 days.

A student who is in REACH will be evaluated every two weeks with a final evaluation after 45 days to ensure:

- Attendance has been satisfactory
- Performance has been satisfactory
- Pacing has been satisfactory
- Student has attended any required benchmark or state testing

At the end of 45 days, a student who has completed all of the points above will be exited from REACH. Monitoring of these students will continue every two weeks to ensure the positive behaviors are continued. If a student does not continue these behaviors, participation in the program may be reinstated.

If a student has made some progress but has not completed all four points at the end of 45 days, they may request a 14 day extension in the REACH program to complete requirements. The REACH committee will make a determination of continuation on a case-by-case basis.

If, upon review, a student has not made progress, they may be withdrawn from the school.

JUMPSTART

Students who enroll more than six weeks after the beginning of a semester will be placed in a similar program called Jumpstart. The Jumpstart program will have the objective of providing additional support to students during the first three weeks in our school to ensure that they are able to get started toward success from day one. If a student is found to have not performed satisfactorily in the Jumpstart program, they may be referred to the REACH committee for inclusion in the REACH Program.

The parent(s) or legal guardian(s) of any student who is placed in Jumpstart or REACH will be notified of this placement, along with the expectations and support that will be provided. In this way, parents will deepen their role as partners in their child's learning. Students and parents/guardians sign a contract upon entry into the REACH program which outlines their commitment to participation.

After nearly two school years of implementation, iSVA has found that the REACH program can have some success with students who need that extra support to restart their motivation for learning and achievement. For others, the reality of the commitment to online learning becomes more clear to them during the REACH program and they may find they are not well-suited to the online learning environment. In this case, our REACH team supports the student and parents in their efforts to find a suitable educational alternative that works best for the student.

Gifted Students

iSVA is committed to supporting gifted students by providing opportunities for advanced learning, creative expression, and intellectual challenge. The program offers personalized learning plans tailored to individual strengths and interests, allowing students to engage in accelerated coursework, advanced placement options, and project-based learning. Gifted learners have access to opportunities for independent research and collaboration with

mentors, fostering their critical thinking, innovation, and leadership skills. Additionally, enrichment programs are available to stimulate intellectual curiosity while reinforcing moral and ethical development.

Limited English Proficiency Students

iSVA provides a supportive and inclusive environment for English language learners, emphasizing individualized instruction that integrates language development into core academic content. By using scaffolding, visual aids, and interactive activities, the program ensures that language learners can access the curriculum and build proficiency simultaneously. Technology plays a vital role, with adaptive language tools and virtual tutoring empowering students to learn at their own pace. iSVA also fosters a welcoming atmosphere that values the cultural diversity English language learners bring, promoting cross-cultural understanding and inclusion.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its school improvement plan. The school improvement plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

Schools newly chartered with St. Aloysius will establish an OIP School Improvement Plan by September 30th.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed
Assessment

6.5

1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, [ODE approved standardized testing tool](#). It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.

NWEA MAP Growth (Measures of Academic Progress)

Rationale for Selection:

1. Alignment with Standards:
 - The NWEA MAP Growth assessment aligns closely with Ohio's Learning Standards, ensuring that the data collected reflects the skills and knowledge expected for students at each grade level.
2. Adaptive and Personalized:
 - MAP Growth is a computer-adaptive test, meaning it adjusts the difficulty of questions based on the student's performance. This ensures a more accurate measurement of a student's instructional level, regardless of whether they are performing above or below grade level.
3. Actionable Data:
 - The test provides real-time data that can inform instructional decisions and interventions. Teachers can identify areas of strength and areas needing improvement for individual students, groups, or the entire class.
4. Frequency and Flexibility:
 - Administered a minimum of twice per year (fall and spring), it captures both baseline data and growth over time. Optional mid-year administration can further inform progress monitoring.
5. User-Friendly Reporting:
 - The reports are clear and actionable, helping educators and parents understand where a student stands relative to national norms and their own growth trajectory.

6. Support for Differentiated Instruction:

- By identifying students' zones of proximal development, teachers can tailor instruction to meet each student's needs effectively.

Relationship to Student Growth Measures (OTES and OPES):

Ohio Teacher Evaluation System (OTES) and Ohio Principal Evaluation System (OPES) emphasize the use of student growth measures to evaluate educator effectiveness. Here's how NWEA MAP Growth supports these systems:

1. Measuring Student Growth:

- MAP Growth provides a reliable growth metric by comparing individual students' scores across multiple testing windows. This aligns directly with the student growth components required in OTES and OPES.

2. Objective Data for Evaluation:

- The assessment yields standardized, unbiased data that can be used to quantify the academic progress of students, a critical factor in educator evaluations.

3. Professional Development and Goal Setting:

- Teachers and principals can use the assessment data to set measurable professional growth goals tied to improving student outcomes. The data can guide instructional adjustments and leadership decisions.

4. Compliance with State and Federal Requirements:

- Using an ODE-approved tool like MAP Growth ensures the school remains compliant with accountability measures while providing robust data to meet the expectations of OTES and OPES.

Implementation and Calendar Integration:

- Fall (Beginning of year) Administration: Establish baseline data and set growth targets.
- Spring (End of year) Administration: Measure year-long growth and evaluate progress.
- Optional Winter (Middle of year) Administration: Monitor mid-year progress to adjust interventions if needed.

By selecting NWEA MAP Growth, the school commits to using a proven, research-based tool that provides critical insights into student learning, supports instructional planning, and aligns with teacher and principal evaluation systems.

2025-2026 Student Interim Assessment Calendar

Date	Test
9/30	Fall NWEA Map Testing - Science
10/1	Fall NWEA Map Testing - Reading
10/2	Fall NWEA Map Testing - Math
10/3	Fall NWEA Map Makeup Testing - Science
10/6	Fall NWEA Map Makeup Testing - Reading
10/7	Fall NWEA Map Makeup Testing - Math
1/20	Winter NWEA Map Testing - Science
1/21	Winter NWEA Map Testing - Reading
1/22	Winter NWEA Map Testing - Math
1/26	Winter NWEA Map Makeup Testing - Science
1/27	Winter NWEA Map Makeup Testing - Reading
1/28	Winter NWEA Map Makeup Testing - Math
3/31	Spring NWEA Map Testing - Science
4/1	Spring NWEA Map Testing - Reading
4/2	Spring NWEA Map Testing - Math
4/6	Spring NWEA Map Makeup Testing - Science
4/7	Spring NWEA Map Makeup Testing - Reading

4/8	Spring NWEA Map Makeup Testing - Math	
Ohio's State Assessments	6.5	<p>2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</p>
<p>The school's assessment blueprint and calendar will incorporate all Ohio-required state assessments to ensure compliance with state mandates and to support a data-driven approach to improving student outcomes. These assessments include grade-level state tests, End of Course (EOC) exams, Industry Credentialing assessments, ACT/SAT, WorkKeys, Ohio English Language Proficiency Assessment (OELPA), and the Kindergarten Readiness Assessment (KRA). Each test will be scheduled in alignment with state guidelines, and the calendar will be shared with all stakeholders.</p> <p>Data collection for these assessments will be systematic and secure, utilizing state-approved platforms and protocols. Results will be analyzed by the administrative team and instructional staff and shared through reports and presentations tailored to each audience. The Board of Directors will receive aggregated and disaggregated data reports to support oversight and decision-making. The instructional teams will review the data collaboratively during professional learning communities (PLCs) or staff meetings, focusing on student achievement trends, subgroup performance, and growth metrics. Students and parents will receive individualized reports in clear, accessible formats, enabling them to understand progress and areas for improvement.</p> <p>The results from these assessments will drive professional development priorities by identifying areas where teachers need additional training or resources to address gaps in student learning. Data analysis will also inform the school's Ohio Improvement Process (OIP) goals and strategies. For example, results may highlight the need for targeted interventions, curriculum adjustments, or enhancements to instructional strategies. By integrating state assessment data into a continuous improvement framework, the school ensures alignment with state accountability measures while fostering a culture of academic excellence and equity..</p>		
Formative Assessments	6.5	<p>3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.</p>

The process for developing formative assessments begins with identifying clear learning objectives across all domains, including academic, social-emotional, and behavioral outcomes. Teachers collaboratively design assessments that provide meaningful insights into students' progress, ensuring alignment with standards and grade-level expectations. These assessments include diverse formats, such as observations, quick checks, discussions, and written tasks, to capture a holistic view of student growth.

To support social-emotional learning, assessments may include self-reflections, peer feedback, or measures of collaboration and resilience. Data from these assessments is systematically collected and analyzed, with results shared across grade levels during regular collaboration meetings. This ensures a seamless understanding of each student's strengths and areas for improvement, supporting vertical alignment and continuity in instruction. Data is also shared with students and parents through clear, actionable feedback, fostering transparency and engagement in the learning process.

Assessment results directly inform instructional strategies and practices. Teachers use the data to adjust lesson pacing, differentiate instruction, and identify necessary interventions or extensions. The insights also guide the selection of materials and resources to better address the diverse needs of students. Additionally, the data highlights areas where teachers may benefit from targeted professional development, ensuring they are equipped to meet the evolving demands of their classrooms. This cyclical process of assessment, reflection, and action promotes continuous improvement in teaching and learning.

Non-Academic Measures	6.5	4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.
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We enlist feedback from parents in the form of an end-of-year survey. The results of this survey are reviewed over the summer and drive program improvement. Students are surveyed at the end of each semester. This allows us to make adjustments in the second half of the year, based upon the qualitative and quantitative data we have aggregated over the course of the first semester, as well as making program improvements over the summer.

At the beginning of each school year, instructional staff survey students to determine interests. This drives the creation of the club opportunities for the year, but also drives the design of enrichment and engagement activities to more closely utilize the interests of each cohort of students.

Diverse Measures of Student Performance	6.5	5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.
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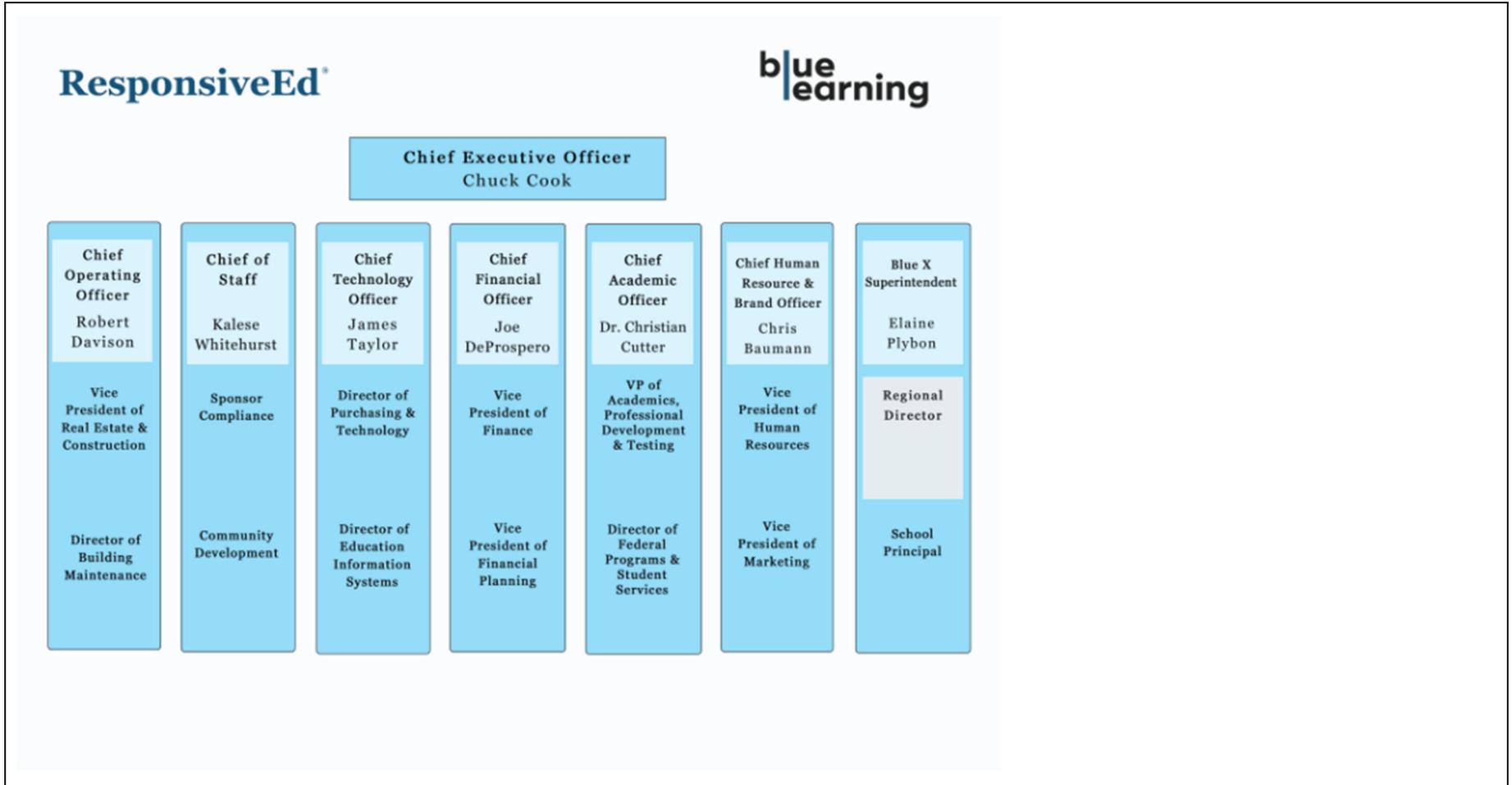
Some of the methods used by the instructional team include:

- **Student Portfolios:** A curated collection of student work showcasing progress, achievements, and areas for growth.
- **Capstone Projects:** In-depth, culminating projects that integrate and apply knowledge to real-world challenges.
- **Presentations:** Oral demonstrations of learning that build communication and critical thinking skills.
- **Performance-Based Assessments:** Hands-on tasks or activities that demonstrate knowledge and practical application.
- **Journals and Reflection Logs:** Written reflections that encourage self-awareness and critical thinking.
- **Peer and Self-Assessments:** Evaluations that promote accountability and deepen understanding.
- **Group Projects:** Collaborative efforts that assess teamwork, leadership, and problem-solving skills.
- **Real-World Simulations:** Scenario-based assessments that apply learning to real-life challenges.
- **Creative Expression:** Use of art, music, drama, or writing to demonstrate understanding.
- **Competency-Based Assessments:** Mastery-focused evaluations that ensure deep understanding of specific skills or concepts. All core courses include CERs - open-ended questions or problems that require a complex answer that includes a conclusion, evidence, and reasoning.

8.1 Organization and Staffing

Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

Organizational Chart	8.1	1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).
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<p>Roles and Responsibilities</p>	<p>8.1</p>	<p>2) Describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) Structured Literacy Specialist f) other. <i>Please only include job titles.</i></p>
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1. Virtual Program Administrator

Oversees the daily operations of the school, ensuring operational efficiency, academic integrity, and alignment with educational goals. Provides leadership and strategic direction for all personnel and program components.

2. Managing Instructors

Leads and supports the instructional team, ensuring effective teaching practices and curriculum implementation. Oversees training, professional development, and remediation support for instructors.

3. Learning Facilitators

Delivers instruction and support to students, facilitating their progress through the virtual curriculum. Monitors student performance, provides guidance, and communicates regularly with students and parents.

4. Learning Mentors

Supports Learning Facilitators by offering mentorship and guidance, focusing on professional growth and instructional best practices. Helps ensure consistency in teaching and adherence to program standards.

5. Intervention Specialists

Provides specialized instruction and support for students with disabilities. Develops and implements Individualized Education Programs (IEPs) while ensuring compliance with special education laws and policies.

6. English as a Second Language (ESL) Teachers

Supports students who are English Language Learners (ELLs) by providing targeted language instruction. Develops individualized plans to help students acquire English proficiency and succeed academically.

7. Literacy Specialist

Focuses on improving students' reading and writing skills through targeted instruction and intervention strategies. Collaborates with teachers to implement effective literacy practices across the curriculum.

8. Student Services Manager

Coordinates services to address students' academic, social, and emotional needs. Ensures access to resources and manages interventions to promote student success.

9. Director of Systems & Student Acquisition

Oversees systems and processes related to student enrollment, retention, and onboarding. Ensures efficient use of technology and data systems to support program growth and operations.

10. Enrollment Specialists

Manages the student enrollment process, including applications, admissions, and onboarding. Acts as the first point of contact for prospective students and families, ensuring a smooth transition into the program.

11. System Support Specialists

Provides technical assistance and support for the virtual learning platform and associated systems. Ensures reliable functionality and resolves technical issues for staff and students.

12. Campus Administrative Assistant & Testing Coordinator

Handles administrative duties for the virtual program and manages the coordination of testing. Ensures compliance with testing protocols and manages logistics for assessments.

13. Records Clerk

Manages and analyzes student data, ensuring accuracy and accessibility for reporting and decision-making. Supports data-driven practices across the program.

14. Contractors

As needs arise for specialized support, such as behavioral or occupational therapy, speech therapy, or other special needs, ISVA has a contract with PSI Solutions to provide these supports in the most efficient manner, with specialists who know the unique needs of Ohio students in need of these supports.

Recruitment and Retention Plan

8.1

3) Describe the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at:

		https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx
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ResponsiveEd is able to recruit across the country for its eschools, which provides a large pool of individuals from which to select. Additionally, our instructional team model provides multiple tiers of support, including college graduates as well as certified teachers.

Assessing Need:

Before recruiting can begin, it is necessary to determine the number and type of instructional staff that are needed to meet the stated goals and objectives for the year. This will be based upon the ratios outlined in the staffing chart. Next, a job description will be developed and a job requisition created.

Receiving Applications:

After the positions have been approved, they will be posted on job boards and on the school website(s). Additionally, area university pre-service teacher programs, and other teacher organizations will be notified of the open positions in case they have candidates who would qualify.

Screening

The applicants would be screened for adequate qualifications according to the job description. A selection of at least three candidates for each position will be made, based on the degree to which the candidate meets the requirements.

Interviewing

Candidates will be interviewed by Campus Leadership. Additional staff may be included in an interview committee. If more than one person is on the interview committee, or more than one interview per candidate is required, the data from all interviews will be gathered and discussed by the interview committee and rated.

Selection and Hiring:

After the applications and interviews are reviewed, the individual who best fits into the job description and educational philosophy of the school will be forwarded to the Human Resources department. The Human Resources department will create an offer letter and send it to the candidate. Once the candidate has accepted the job offer, the Human Resources department will onboard the candidate, following all state and local regulations regarding

the hiring of individuals, and establish logins for accounts required for employees of the organization, such as, but not limited to, payroll and benefit dashboards, retirement accounts, and virtual compliance training.

Training and Development

- Onboarding: Upon hiring, we provide comprehensive onboarding training that includes not only best practices in online teaching but also training that reinforces the school’s mission, vision, and core values. This can include topics such as engaging lesson design, differentiated instruction, and the school’s specific teaching strategies
- Ongoing Professional Development: We offer ongoing training sessions that are aligned with the school’s educational philosophy. This can include sessions on effective communication, student engagement in an online environment, and high-impact tutoring.

Continuous Monitoring

- Campus Leadership regularly monitors and evaluates staff to ensure they continue to align with and promote the school’s values.
- Feedback Loops: A system has been established for providing regular feedback to staff, focusing on how well they are embodying and promoting the school’s core principles in their daily interactions with students and colleagues.

Retention and Recognition

- Retention Strategies: ResponsiveEd creates a positive work environment that recognizes and rewards staff who consistently demonstrate alignment with the school’s mission and values.
- Recognition Programs: We utilize recognition programs that highlight and reward staff contributions to upholding the school’s philosophy, such as awards for innovative teaching practices that align with the school's vision.

Student/Teacher Ratios	8.1	4) State the student/teacher ratios for the school. <i>Ratios can be no more than 125 students to 1 teacher (125:1) for internet or computer based schools.</i>
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Student/teacher ratio will be 100:1.

Staffing Plan for Projected Enrollment	8.1	5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.
<p>Teacher/Learning Facilitator staffing ratio will be 100:1. When enrollment is less than 100, there will be not less than two Teacher/Learning Facilitators to ensure collaboration and adequate coverage for tutoring and assessment. Learning Mentor ratio will be 75:1 to facilitate more time to develop and maintain communications between the school and parents, school and students, and to assist students with goal-setting. Intervention Specialists will be hired at a ratio of 20:1 as needed for students with IEPs. ELL teachers will be hired at a ratio of 50:1. Front office staff, such as attendance clerks, registrars, and records clerks will be hired at a ratio of 500:1.</p>		
Plan for Face-to-Face Interaction with Students		6) Describe the plan for visits between teachers and students including the number of visits to be required and the method of these visits.
<p>Students have access to each teacher’s calendar for the purposes of scheduling 1:1 tutorials. These can be scheduled at any time during the school day. Additionally, each content area has live sessions for two hours, once per week, which is at the same time and day each week. This way, students are able to drop in without making an appointment.</p> <p>Required sessions include socratic seminars in the core content areas. Socratic seminars are to be conducted at a minimum of once per six weeks. Some content areas, such as English and Social Studies, may conduct more socratic seminars than other content areas. These Socratic seminars are the conclusion of a unit of study in which students have researched, read, interpreted, and/or developed conclusions, and will require each student to participate in a live session. Live sessions are conducted through Google Meet.</p> <p>Additionally, teachers may conduct required small group instruction for students who are struggling with a common subject.</p>		
Plan for Equity and Access		7) Describe your plan to ensure your students’ ability to access the program including access to a device, all academic programs, and internet connectivity. Describe the practices in place to provide accommodations for students with disabilities.
<p>Plan for Equity and Access</p> <p>Our plan to ensure that all students have equitable access to the program focuses on providing the necessary technology, internet connectivity, academic programs, and accommodations for students with disabilities. We recognize the importance of supporting every student to ensure they can fully engage in the learning process, regardless of their background or circumstances.</p> <p>Enrollment Process and Digital Equity Form</p>		

To assess and address students' needs for technology and internet access, we incorporate a Digital Equity Form as part of our enrollment process. Enrollment specialists work with families to fill out this form, which asks crucial questions about their access to technology and connectivity. Questions include:

- Does the family have internet access?
- What type of internet access does the child have (e.g., broadband, mobile hotspot)?
- Is the existing internet performance acceptable for learning activities?
- What type of device does the child use most often for school-related tasks outside of school (e.g., smartphone, tablet, personal computer)?
- What is the source of the primary learning device (e.g., school-issued, family-owned, shared device)?

Based on the responses to these questions, we can determine if the student needs additional support, such as a Chromebook, internet access, or other technology. If the student requires equipment, the family completes a request form and signs a technology agreement.

Technology Distribution and Support

Once the need for technology is confirmed, the Technical Support Team processes the request and ships the necessary devices, such as Chromebooks, laptops, or virtual hotspots, directly to the student's address. The devices are typically received on or before the first day of classes, ensuring that every student is prepared to engage with the program from day one. All technology support and equipment are provided at no cost to the family, reinforcing our commitment to equity and accessibility.

Access to Devices and Technology

We are committed to ensuring that every student has access to a device that enables them to participate fully in the program. If a student's Digital Equity Form indicates a need for a device or internet access, we provide Chromebooks, laptops, or virtual hotspots based on the family's needs. We use projected enrollment data to predict future technology needs, allowing us to stay ahead of demand and ensuring that sufficient inventory is available to meet the needs of all students.

Access to Academic Programs

Our academic programs are designed to be inclusive and accessible to all students. We provide diverse learning materials in multiple formats—digital, print, and audio—to accommodate various learning styles and needs. All academic resources, including learning management systems (LMS) and platforms, have resources built in to assist students, making it easier for students with different abilities to engage with the curriculum. Our teachers are trained to use these technologies effectively, ensuring that all students can access and benefit from the program.

Internet Connectivity

For students who lack reliable internet access, we provide virtual hotspots, ensuring that all students, regardless of their geographic location or socioeconomic background, have the necessary connectivity to participate in virtual learning. The Technical Support Team is also available to troubleshoot connectivity issues and offer assistance as needed.

Accommodations for Students with Disabilities

We are dedicated to providing accommodations for students with disabilities to ensure that they can access the program in a way that meets their needs. In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, we review each student's Individualized Education Plan (IEP) or 504 Plan to ensure appropriate accommodations are made. These accommodations might include extended time for assignments, alternative formats for assessments, or the use of assistive technologies such as screen readers, speech-to-text tools, and captioning features.

Teachers and support staff collaborate closely to implement these accommodations in the virtual classroom, ensuring that students with disabilities can participate fully in all aspects of the learning experience. We also provide training for educators on how to use accessible tools and technologies effectively, helping them create inclusive learning environments.

Ongoing Support and Monitoring

We continuously monitor student progress and gather feedback from families and students to ensure that all students have the resources and support they need. If access issues arise—whether related to technology, internet connectivity, or accommodations—our team provides immediate assistance to resolve them. We are committed to removing any barriers that may prevent students from fully participating in the program.

By leveraging the Digital Equity Form, technology distribution processes, and tailored accommodations, we ensure that every student, regardless of their background, has the tools and support they need to succeed.

Program Evaluation	8) Provide the school's plan to conduct ongoing internal and external evaluations to measure program effectiveness.
<p>At least once per quarter, the Virtual Program Administrator (VPA) or designee will conduct virtual walkthroughs of the classroom, checking observable features from the Quality Matters rubric associated with the NSQ standards. In the Spring, the VPA will conduct an in-depth evaluation of each instructional staff member. During all in-depth reviews, quantitative data from interim assessments and course grades/progress will also be reviewed to ensure instruction allows students to effectively master state standards. For the in-depth review, the VPA will analyze all observations and data over the school year, in addition to course completion and success data, to complete the annual evaluation.</p>	

To assess program quality from a student/guardian perspective, the VPA will ensure that end-of-semester surveys are sent out through email, the SIS landing page, and course landing pages for the students and parents to complete. Once survey data has been received, the VPA will disaggregate the data to create individualized reports for each member of the instructional team. This data will be shared in individual evaluation conferences with staff.

In the spring, the VPA will conduct an end of year conference with each staff member. This will be done for the purpose of improving teacher performance and thus, student achievement. The conference will be scheduled with the members of the Instructional team to discuss progress toward beginning of year goals and the results of the in-depth review.

<p>Plan for Student Support Services</p>	<p>9) Describe the school’s plan for providing an orientation course to online learning technologies and successful online student practices for all students. Describe the school’s plan to communicate with each student’s parent, or guardian regarding the performance and progress of that student as well as the plan for providing opportunities for parent-teacher conferences.</p> <p>Describe the schools plan to provide support services, including academic, administrative, and technical support to students.</p> <p>Describe how the school ensures that academic advising is provided for students.</p>
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An orientation course is the first course for students to complete when they first begin school. This orientation course includes information on how to log in to each system, how to navigate courses, and who/how to contact for help with technology, assignments, and to schedule tutoring. Each student has a Learning Mentor, who communicates with the students and their parent(s) or guardian on a regular basis.

We send progress reports out every six weeks. This is available to parents digitally through our student information system. We have two scheduled parent-teacher conference weeks during each school year where our teachers schedule time with parents/guardians to discuss progress. Throughout the school year, parents/guardians are able to schedule conference time directly with the teacher(s) they may need to conference with more often.

Front Office/Administrative Support: We have developed a robust support system designed to assist families and students with both administrative and technical needs, ensuring a seamless and effective virtual learning experience.

Enrollment Specialists: Provide guidance through the enrollment process, helping families with registration, course selection, technical equity and understanding academic requirements.

Records Coordinators: Manage student records, ensuring accurate and timely documentation of academic progress and attendance. The Records Coordinator ensures that all student records, including enrollment forms, grades, transcripts, and personal information, are accurately entered, updated, and stored in a secure, organized manner.

Attendance Coordinators: Monitor student attendance, ensuring compliance with school policies, and address any issues or discrepancies in attendance tracking.

Technical Support: Service Desk and Ticketing System: A dedicated phone line and email address allow families to reach out for technical help. Issues are tracked through a service desk with a ticketing system, ensuring timely and efficient resolution.

Systems Administrators: A skilled team of systems administrators supports all technical aspects, maintaining the school's online infrastructure and resolving technical issues promptly.

Information Services Department: Responsive Education Solutions' extensive Information Services department provides support across all schools within the network, ensuring consistent and reliable technological resources for students and families.

Secured Google Accounts: Students are provided with secured Google accounts, which are protected by the school's highly qualified security team. These accounts adhere to rigorous and constantly updated security standards, ensuring the privacy and safety of student data.

Support Team Availability: Families can reach the support team and service desk Monday through Friday, from 8 AM to 6 PM.

Emergency Support: If an emergency occurs outside of support hours and a ticket is submitted, a specialist will alert a staff member in a timely manner to respond and resolve the issue.

Technology Maintenance: If technology fails through no fault of the student, the school will cover replacements and repairs at no additional cost to the families, ensuring that no student is left without the necessary tools for learning.

Family Training and Resources: To empower families, the school offers various resources and training:

Step-by-step guides and video tutorials are available within the family portal, offering families easy access to instructions on how to navigate the school's virtual systems.

Family Training Sessions are held regularly:

- First-time Family Training focuses on virtual learning tips and guidance for families new to the online education experience.
- Ongoing Family Training covers different topics each month to support continued learning, such as navigating the portal and LMS, understanding student behavior in a virtual setting, managing attendance, and utilizing tools like Google, email, and messaging in the virtual environment.

Upon acceptance, every new student is enrolled in a virtual orientation class in addition to being assigned to a homeroom, where they will interact with their mentor. This process is designed to help students familiarize themselves with the school's structure and set them up for success in the virtual learning environment.

Key Components of the Virtual Orientation:

Introduction to the Learning Management System (LMS): The orientation class includes a guided introduction to the LMS, where students will learn how to navigate the platform, access coursework, submit assignments, participate in discussions, and interact with instructors. This ensures that students are comfortable using the technology and tools required for their courses.

School Practices and Expectations: Students are introduced to key school practices, such as:

Communication protocols (how to contact teachers, mentors, and support staff)

Virtual classroom behavior (appropriate conduct during online sessions)

Attendance requirements (how to report attendance and understand attendance policies)

Grading and assessment processes (how assignments are graded and what is expected for successful completion of courses)

Mentor Interaction: In their homeroom, students are paired with a mentor who provides ongoing support throughout the year. The mentor helps students adjust to the virtual learning environment by answering questions, providing guidance on staying organized, and ensuring they remain engaged and on track. Mentors are a crucial part of fostering a positive relationship between students and the school.

Overall, the virtual orientation is a comprehensive and supportive introduction to the online learning experience, ensuring that students are well-prepared and confident as they start their academic journey.

Academic Advising

Academic advising is provided by our Student Services Manager (SSM), who is a licensed school counselor. The SSM facilitates the development of the graduation plan for the student. This is entered into the Student Information System (SIS) for each student. Students and parents are able to look at the graduation at any time to determine progress toward graduation. The system automatically updates the plan as students complete courses.

Evidence of Written Curriculum

The school's curriculum is grounded in a blend of rigorous academic standards, robust digital resources, and tailored instructional strategies that align with the school's mission of providing hope and cultivating moral and academic excellence. The Bright Thinker digital curriculum serves as a central component of this model, providing a comprehensive and standards-aligned framework that supports student learning and personal growth.

Standards

The written curriculum is explicitly aligned with Ohio state, ensuring that students are prepared to meet grade-level expectations and exceed them when possible. Bright Thinker integrates these standards into its scope and sequence, offering a clear roadmap for the instructional team and students to follow. Core content areas, including English Language Arts, Mathematics, Science, and Social Studies, as well as non-core content areas, are specifically aligned to the Ohio Learning Standards, providing consistency and coherence across grade levels.

Assessments

Assessment is a cornerstone of the curriculum model, with formative, summative, and diagnostic assessments built into the Bright Thinker platform. These assessments allow educators to monitor student progress continuously and provide immediate, actionable feedback. The data collected from these assessments enables targeted interventions, ensuring that each student receives the support they need to succeed. Additionally, teachers supplement the digital assessments with classroom-based measures, such as performance tasks and projects, to provide a well-rounded view of student learning.

The Bright Thinker digital curriculum incorporates a variety of formative and summative assessments that provide both students and educators with valuable insights into learning progress and achievement. These assessments are strategically embedded throughout the curriculum, ensuring alignment with state standards and supporting the school's mission of academic excellence.

Formative assessments in Bright Thinker are designed to gauge student understanding during the learning process, enabling teachers to make timely instructional adjustments. Examples include:

- **Daily Quizzes:** Short, standards-aligned quizzes are integrated into lessons to measure comprehension of key concepts. For instance, in a mathematics unit on fractions, students might complete a five-question quiz requiring them to identify, compare, and simplify fractions.
- **Interactive Activities:** Bright Thinker offers interactive digital tools such as drag-and-drop exercises, fill-in-the-blank tasks, and online discussions. In an English Language Arts lesson on analyzing themes in literature, students may participate in an activity

where they categorize quotes by theme, with real-time feedback provided by the platform.

- **Checkpoints:** Lessons often include periodic "check your understanding" sections that allow students to reflect on their progress and teachers to identify areas needing reinforcement.

Summative assessments in Bright Thinker evaluate student mastery of content at the end of units or courses. Examples include:

- **Unit Tests:** Comprehensive assessments are included at the conclusion of each unit. For example, in a science unit on ecosystems, students may answer multiple-choice and short-answer questions requiring them to analyze food chains, energy transfer, and environmental impacts.
- **End-of-Course Exams:** Bright Thinker provides rigorous final exams that assess cumulative knowledge and prepare students for standardized testing. A history course might conclude with an exam featuring essay questions requiring students to compare historical events or explain the impact of key legislation.
- **Performance-Based Tasks:** Some courses include projects or presentations as summative assessments. For example, a social studies project might ask students to create a multimedia presentation analyzing the causes and effects of a major historical event, demonstrating their ability to synthesize information and present it effectively.

The variety of assessment types within Bright Thinker ensures that student progress is measured through multiple modalities, catering to different learning styles and needs. Teachers also have the flexibility to modify or supplement these assessments with additional tools, such as teacher-created rubrics or collaborative projects, to further align with the school's personalized approach to education.

These assessments not only monitor student achievement but also provide a framework for differentiated instruction. By analyzing assessment data, teachers can identify trends, address gaps, and implement targeted interventions to help all students reach their full potential.

Differentiation Strategies

Differentiation strategies are seamlessly embedded into the curriculum to address the diverse needs of learners. The Bright Thinker platform offers adaptive learning pathways, allowing students to progress at their own pace while receiving customized content based on their strengths and areas for growth. Teachers also utilize small group instruction, scaffolding, and enrichment opportunities to further tailor the learning experience. These strategies align with the school's mission to provide educational options that promote equity and opportunity for all students.

The Bright Thinker digital curriculum offers a variety of tools and features that make it highly customizable, allowing educators to differentiate instruction to meet the diverse needs of learners. These capabilities align with the school's mission of providing educational options and

promoting academic excellence. Specific ways the Bright Thinker curriculum can be customized for differentiation include:

- **Pacing Adjustments:** The platform allows students to work at their own pace, enabling teachers to assign content based on individual readiness. Advanced learners can move through lessons more quickly, while students needing additional support can spend more time on challenging concepts without feeling rushed.
- **Content Selection:** Teachers can choose specific lessons, units, or topics that align with students' learning needs or interests. For example, in a science course, a teacher might assign additional lessons on ecosystems for students who need reinforcement, while assigning enrichment topics like climate change for advanced learners.
- **Alternative Assignments:** Bright Thinker provides options for teachers to create or assign alternative assignments tailored to different learning levels. For instance, in a history unit, struggling learners might complete a scaffolded timeline activity, while advanced students work on an in-depth research project analyzing primary sources.
- **Integrated Support Tools:** The curriculum includes built-in supports such as text-to-speech functionality, glossaries, and embedded videos, which assist learners who may struggle with reading or comprehension. These tools ensure that all students can access and engage with the material.
- **Scaffolding Features:** Lessons often include step-by-step guides, hints, and guided practice problems that help students build foundational knowledge before progressing to more complex tasks. Teachers can assign these features selectively for students who require additional scaffolding.
- **Enrichment Opportunities:** Bright Thinker offers advanced coursework and extension activities that challenge high-performing students. For example, in a mathematics course, students who demonstrate mastery of grade-level standards might be assigned additional problem sets or real-world application tasks involving algebraic modeling.
- **Flexible Assessment Options:** The platform allows teachers to modify assessments, such as reducing the number of questions, providing multiple attempts, or offering alternative formats like oral responses or visual projects. These adjustments accommodate different learning styles and needs while maintaining rigorous expectations.
- **Teacher-Created Content:** Teachers can upload their own materials or customize existing lessons to better align with the specific needs of their students. For example, a teacher might incorporate culturally relevant texts into an English Language Arts unit or design an interdisciplinary project that ties math concepts to science topics.
- **Data-Driven Adjustments:** The platform's robust analytics tools allow teachers to track student performance in real time. Using this data, educators can identify gaps in understanding, group students for targeted instruction, and assign additional resources or practice where needed.

These customization features enable Bright Thinker to support a wide range of learning profiles, ensuring that every student receives the individualized support and challenges they need to succeed. This adaptability underscores the curriculum's alignment with evidence-based practices and its ability to promote both equity and excellence in education.

The research supporting the Bright Thinker curriculum model is extensive and aligns with evidence-based practices recognized under the Every Student Succeeds Act (ESSA). Bright Thinker's digital platform is rooted in the principles of personalized learning, an approach supported by studies demonstrating its effectiveness in improving student outcomes, particularly for those who require additional academic support. The integration of formative assessments within the platform aligns with research that highlights the importance of ongoing feedback in driving student achievement. Additionally, Bright Thinker's emphasis on mastery learning has been shown to promote deeper understanding and long-term retention of concepts, as validated by educational research institutions.

This curriculum model not only supports academic rigor but also fosters critical thinking, problem-solving, and character development—key elements of the school's educational philosophy. By combining the strengths of Bright Thinker with the school's commitment to individualized instruction and moral excellence, the curriculum serves as a dynamic tool for preparing students to excel academically and thrive as responsible members of a free society.

**EDUCATION PLAN
ALIGNMENT TO OHIO
LEARNING STANDARDS**

Main Criteria: Ohio Learning Standards

Secondary Criteria: English I

Subject: Language Arts

Grade: 9

Correlation Options: Show All

Include Correlation Statistics

Ohio Learning Standards

Language Arts

Grade: 9 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

English I

Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Quiz 1
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Quiz 1
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Lesson 7 - Procedures
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative

Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 3
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 3
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 3 - Media Literacy
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 6 - Listening and Speaking Skills
Unit 10: Lesson 7 - Procedures
Unit 10: Lesson 8 - Teamwork and Collaboration
Unit 10: Lesson 9 - Using Roots and Affixes to Decode
Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

English I

- Unit 1: Lesson 7 - Analyzing and Editing a Narrative
- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Lesson 4 - Planning an Analytical Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 5: Activity - Write a Poem
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: Lesson 1 - Introduction to Research Writing
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
- Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
- Unit 7: Lesson 7 - Animal Farm Chapter X
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 9: Lesson 1 - Structure Elements of Drama
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 3 - Romeo and Juliet Act 1
- Unit 9: Lesson 4 - Romeo and Juliet Act 2
- Unit 9: Lesson 5 - Romeo and Juliet Act 3
- Unit 9: Lesson 6 - Romeo and Juliet Act 4
- Unit 9: Lesson 7 - Romeo and Juliet Act 5
- Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
- Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: Quiz 3
- Unit 10: Lesson 1 - Writing a Book Report
- Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

English I

- Unit 1: Activity: Expository Essay and Discussion
- Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
- Unit 1: Lesson 2 - Verb Tenses
- Unit 1: Lesson 7 - Analyzing and Editing a Narrative
- Unit 1: Quiz 1
- Unit 1: Quiz 3
- Unit 2: Activity: Active Reading Strategies
- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
- Unit 3: Lesson 2 - Prepositional Phrases
- Unit 3: Lesson 3 - Subordinate Clauses
- Unit 3: Lesson 4 - Verbals and Sentence Combining
- Unit 3: Lesson 7 -Poetry Structures and Sound
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
- Unit 4: Lesson 3 - Analyzing Expository Texts
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
- Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
- Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
- Unit 4: Quiz 1
- Unit 4: Quiz 3
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
- Unit 6: Activity - RESEARCH PROJECT TASK - Planning
- Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
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- Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
- Unit 6: Lesson 3 - Evaluating and Documenting Sources
- Unit 6: Lesson 4 - Gathering Information
- Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
- Unit 6: Lesson 7 - Revising a Research Essay
- Unit 6: Lesson 8 - Proofreading and Editing
- Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
- Unit 6: Quiz 2
- Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
- Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
- Unit 7: Lesson 7 - Animal Farm Chapter X
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 7: Quiz 2
- Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
- Unit 8 : Lesson 2 - Rhetorical Appeals and Devices

Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

BENCHMARK /
 GRADE LEVEL
 INDICATOR

5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

English I

Unit 2: Lesson 1 - Reading to Understand
 Unit 4: Lesson 1 - Introduction to Nonfiction Texts
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts
 Unit 4: Quiz 1
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK /
 GRADE LEVEL
 INDICATOR

6.

Assess how point of view, perspective, or purpose shapes the content and style of a text.

English I

Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Quiz 2
 Unit 3: Lesson 8 - Poetry Forms and Genres
 Unit 3: Quiz 3
 Unit 4: Lesson 4 - Planning an Analytical Essay
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 7: Quiz 2
 Unit 10: Lesson 5 - Writing a Business E-mail

DOMAIN /
 ACADEMIC
 CONTENT
 STANDARD

College and Career Readiness Anchor Standards for Reading

BENCHMARK /
GRADE LEVEL
INDICATOR

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 - Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 5 - Organizing Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V

Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <u>English I</u> Unit 4: Lesson 3 - Analyzing Expository Texts
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <u>English I</u> Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 10: Lesson 1 - Writing a Book Report
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently. <u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Lesson 1 - Reading to Understand
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Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 1
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3

Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

English I

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Quiz 1
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 10: Activity - Collaborative Group

BENCHMARK / GRADE LEVEL INDICATOR 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

English I

Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 8 - The Expository Essay and the Writing Process
 Unit 1: Quiz 3
 Unit 2: Activity: Active Reading Strategies
 Unit 2: Activity: Narrative Writing, Part 2
 Unit 2: Activity: Narrative Writing, Part 3
 Unit 2: Lesson 1 - Reading to Understand
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 4: Activity: Planning your Analytical Essay
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts
 Unit 4: Lesson 4 - Planning an Analytical Essay
 Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
 Unit 6: Activity - RESEARCH PROJECT TASK - Revising
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Activity - RESEARCH PROJECT TASK - Sources
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Graphic Organizer
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK /
 GRADE LEVEL
 INDICATOR

3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English I

Unit 2: Activity: Graphic Organizer
 Unit 2: Activity: Narrative Writing, Part 1
 Unit 2: Activity: Narrative Writing, Part 3
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, GRADE LEVEL purpose, and audience. INDICATOR

English I

- Unit 1: Activity: Expository Essay and Discussion
- Unit 1: Lesson 8 - The Expository Essay and the Writing Process
- Unit 1: Quiz 3
- Unit 2: Activity: Active Reading Strategies
- Unit 2: Activity: Graphic Organizer
- Unit 2: Activity: Narrative Writing, Part 1
- Unit 2: Activity: Narrative Writing, Part 2
- Unit 2: Activity: Narrative Writing, Part 3
- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
- Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
- Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 4: Activity: Planning your Analytical Essay
- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
- Unit 4: Lesson 3 - Analyzing Expository Texts
- Unit 4: Lesson 4 - Planning an Analytical Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
- Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
- Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
- Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
- Unit 5: Activity - Write a Poem
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
- Unit 6: Activity - RESEARCH PROJECT TASK - Revising
- Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
- Unit 6: Activity - RESEARCH PROJECT TASK - Sources
- Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
- Unit 6: Lesson 1 - Introduction to Research Writing
- Unit 6: Lesson 3 - Evaluating and Documenting Sources
- Unit 6: Lesson 4 - Gathering Information
- Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
- Unit 6: Lesson 7 - Revising a Research Essay
- Unit 6: Lesson 8 - Proofreading and Editing
- Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
- Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
- Unit 7: Graphic Organizer
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I

Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 10: Activity - Collaborative Group
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / GRADE LEVEL INDICATOR	5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>English I</p> <p>Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Activity: Planning your Analytical Essay Unit 4: Lesson 4 - Planning an Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 5: Activity - Write a Poem Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 8 - Proofreading and Editing Unit 6: Quiz 1 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 5 - Writing a Business E-mail</p>
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BENCHMARK / GRADE LEVEL INDICATOR	6.	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>English I</p> <p>Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
		<p><u>English I</u></p> <p>Unit 1: Lesson 8 - The Expository Essay and the Writing Process</p> <p>Unit 2: Quiz 2</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Notecards</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Planning</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline</p> <p>Unit 6: Lesson 1 - Introduction to Research Writing</p> <p>Unit 6: Lesson 2 - Selecting a Topic and Making a Plan</p> <p>Unit 6: Lesson 3 - Evaluating and Documenting Sources</p> <p>Unit 6: Lesson 4 - Gathering Information</p> <p>Unit 6: Lesson 5 - Organizing Information</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: RESEARCH PROJECT TASK - Cluster Diagram</p> <p>Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)</p> <p>Unit 8 : Lesson 9 - Evaluating Persuasive Speaking</p> <p>Unit 9: Lesson 2 - Introduction to Romeo and Juliet</p> <p>Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
		<p><u>English I</u></p> <p>Unit 1: Lesson 8 - The Expository Essay and the Writing Process</p> <p>Unit 2: Quiz 2</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Notecards</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Revising</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Sources</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline</p> <p>Unit 6: Lesson 1 - Introduction to Research Writing</p> <p>Unit 6: Lesson 2 - Selecting a Topic and Making a Plan</p> <p>Unit 6: Lesson 3 - Evaluating and Documenting Sources</p> <p>Unit 6: Lesson 4 - Gathering Information</p> <p>Unit 6: Lesson 5 - Organizing Information</p> <p>Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)</p> <p>Unit 6: Lesson 7 - Revising a Research Essay</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: Quiz 2</p> <p>Unit 6: RESEARCH PROJECT TASK - Cluster Diagram</p> <p>Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)</p> <p>Unit 8 : Lesson 9 - Evaluating Persuasive Speaking</p> <p>Unit 9: Lesson 2 - Introduction to Romeo and Juliet</p> <p>Unit 10: Lesson 1 - Writing a Book Report</p>

BENCHMARK / GRADE LEVEL INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English I

- Unit 1: Lesson 8 - The Expository Essay and the Writing Process
- Unit 2: Activity: Active Reading Strategies
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Quiz 2
- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Quiz 1
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
- Unit 6: Activity - RESEARCH PROJECT TASK - Notecards
- Unit 6: Activity - RESEARCH PROJECT TASK - Planning
- Unit 6: Lesson 1 - Introduction to Research Writing
- Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
- Unit 6: Lesson 3 - Evaluating and Documenting Sources
- Unit 6: Lesson 4 - Gathering Information
- Unit 6: Lesson 5 - Organizing Information
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
- Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 3 - Romeo and Juliet Act 1
- Unit 10: Activity - Collaborative Group
- Unit 10: Lesson 1 - Writing a Book Report

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>English I</p> <p>Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Activity: Planning your Analytical Essay Unit 4: Lesson 4 - Planning an Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 5: Activity - Write a Poem Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 8 - Proofreading and Editing Unit 6: Lesson 9 - Publishing and Presenting a Research Essay Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 5 - Writing a Business E-mail</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>English I</p> <p>Unit 7: Lesson 1 - Introduction to Animal Farm Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 10: Activity - Collaborative Group Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3</p>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>English I</p> <p>Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 7 - Analyzing and Editing a Narrative</p>
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Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 5 - Organizing Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

BENCHMARK /
 GRADE LEVEL
 INDICATOR

3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

English I

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Quiz 1
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	

BENCHMARK /
 GRADE LEVEL
 INDICATOR

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

English I

Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Activity - Giving and Following Directions
 Unit 10: Lesson 6 - Listening and Speaking Skills

BENCHMARK /
 GRADE LEVEL
 INDICATOR

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English I

Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. English I Unit 10: Activity - Collaborative Group Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. English I Unit 1: Activity: Expository Essay and Discussion Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 7: Lesson 9 - Punctuation Review
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies
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Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 1
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3

Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

English I

Unit 1: Lesson 9 - Transitions and Writing an Expository Essay
 Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
 Unit 1: Lesson 2 - Verb Tenses
 Unit 1: Lesson 4 - Adjectives and Possessives
 Unit 1: Lesson 7 - Analyzing and Editing a Narrative
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Activity: Active Reading Strategies
 Unit 2: Lesson 1 - Reading to Understand
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 3: Lesson 2 - Prepositional Phrases
 Unit 3: Lesson 3 - Subordinate Clauses
 Unit 3: Lesson 4 - Verbals and Sentence Combining
 Unit 3: Lesson 7 - Poetry Structures and Sound
 Unit 3: Lesson 8 - Poetry Forms and Genres
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 1 - Introduction to Nonfiction Texts
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 4: Quiz 1
 Unit 4: Quiz 3
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 2
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 2 - Introduction to Media
Unit 10: Lesson 3 - Media Literacy
Unit 10: Lesson 4: Comparing Media Forms
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 6 - Listening and Speaking Skills
Unit 10: Lesson 7 - Procedures
Unit 10: Lesson 8 - Teamwork and Collaboration
Unit 10: Lesson 9 - Using Roots and Affixes to Decode
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

BENCHMARK / GRADE LEVEL INDICATOR 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English I

Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Quiz 3
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2

BENCHMARK / GRADE LEVEL INDICATOR 6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English I

Unit 1: Lesson 9 - Transitions and Writing an Expository Essay
Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 4 - Adjectives and Possessives
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Activity: Graphic Organizer
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction

Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Activity - Write a Poem
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 1
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 2
Unit 10: Activity - Collaborative Group

Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

English I

Unit 2: Lesson 1 - Reading to Understand
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Quiz 1
 Unit 3: Lesson 8 - Poetry Forms and Genres
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 10: Lesson 1 - Writing a Book Report

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.2.	Analyze literary text development.

PROFICIENCY LEVEL RL.9-10.2.a. Determine a theme 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.

English I

Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 5: Quiz 3
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 9: Quiz 3
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

PROFICIENCY LEVEL RL.9-10.2.b. Provide an objective summary of the text that includes the theme and relevant story elements.

English I

Unit 2: Lesson 1 - Reading to Understand
Unit 2: Quiz 1
Unit 7: Lesson 2 - Animal Farm Chapter I

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

English I

- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 4: Lesson 4 - Planning an Analytical Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 5: Activity - Write a Poem
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
- Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
- Unit 7: Lesson 7 - Animal Farm Chapter X
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 9: Lesson 1 - Structure Elements of Drama
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 3 - Romeo and Juliet Act 1
- Unit 9: Lesson 4 - Romeo and Juliet Act 2
- Unit 9: Lesson 5 - Romeo and Juliet Act 3
- Unit 9: Lesson 6 - Romeo and Juliet Act 4
- Unit 9: Lesson 7 - Romeo and Juliet Act 5
- Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
- Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: Quiz 3
- Unit 10: Lesson 1 - Writing a Book Report
- Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK	CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

English I

- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 3 - Analyzing Expository Texts
- Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
- Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
- Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
- Unit 4: Quiz 3
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
- Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
- Unit 7: Lesson 7 - Animal Farm Chapter X
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
- Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
- Unit 9: Lesson 1 - Structure Elements of Drama
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 3 - Romeo and Juliet Act 1
- Unit 9: Lesson 4 - Romeo and Juliet Act 2
- Unit 9: Lesson 5 - Romeo and Juliet Act 3
- Unit 9: Lesson 6 - Romeo and Juliet Act 4
- Unit 9: Lesson 7 - Romeo and Juliet Act 5
- Unit 10: Lesson 1 - Writing a Book Report

BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.5.	<p>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.</p> <p>English I</p> <p>Unit 2: Lesson 1 - Reading to Understand Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 4 - Analyzing Conflict and Characterization Unit 2: Lesson 5 - Point of View and Theme Unit 2: Lesson 6 - Sensory and Figurative Language Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox Unit 2: Quiz 1 Unit 3: Lesson 8 - Poetry Forms and Genres Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction Unit 4: Lesson 4 - Planning an Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 5: Activity - Write a Poem Unit 5: Lesson 1 - Epics and Myths Unit 5: Lesson 2 - Introduction to Homer's Odyssey Unit 5: Lesson 3 - The Odyssey Books 1 and 5 Unit 5: Lesson 5 - The Odyssey Book 12 Unit 5: Lesson 6 - The Odyssey Books 16-17 Unit 5: Lesson 7 - The Odyssey Book 21 Unit 5: Lesson 8 - The Odyssey Books 22-23 Unit 5: Quiz 2 Unit 5: Quiz 3 Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 4 - Animal Farm Chapters IV-V Unit 7: Lesson 5 - Animal Farm Chapters VI-VII Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX Unit 7: Lesson 7 - Animal Farm Chapter X Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 9: Lesson 3 - Romeo and Juliet Act 1 Unit 9: Lesson 4 - Romeo and Juliet Act 2 Unit 9: Lesson 6 - Romeo and Juliet Act 4 Unit 9: Lesson 7 - Romeo and Juliet Act 5 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity) Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.6.	<p>Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
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- English I**
- Unit 2: Lesson 6 - Sensory and Figurative Language
 - Unit 5: Lesson 1 - Epics and Myths
 - Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 - Unit 9: Lesson 1 - Structure Elements of Drama
 - Unit 9: Lesson 2 - Introduction to Romeo and Juliet

STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.7.	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p><u>English I</u> Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 4: Comparing Media Forms</p>
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.8.	<p>(Not applicable to literature)</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.9.	<p>Analyze how an author alludes to 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).</p> <p><u>English I</u> Unit 4: Lesson 3 - Analyzing Expository Texts Unit 5: Lesson 1 - Epics and Myths Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 9: Quiz 1</p>
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
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English I

- Unit 2: Lesson 1 - Reading to Understand
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 4 - Analyzing Conflict and Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Quiz 1
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 4 - Planning an Analytical Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
- Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
- Unit 5: Activity - Write a Poem
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 5: Quiz 3
- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 3 - Animal Farm Chapters II-III
- Unit 7: Lesson 4 - Animal Farm Chapters IV-V
- Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
- Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
- Unit 7: Lesson 7 - Animal Farm Chapter X
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
- Unit 9: Lesson 1 - Structure Elements of Drama
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 3 - Romeo and Juliet Act 1
- Unit 9: Lesson 4 - Romeo and Juliet Act 2
- Unit 9: Lesson 5 - Romeo and Juliet Act 3
- Unit 9: Lesson 6 - Romeo and Juliet Act 4
- Unit 9: Lesson 7 - Romeo and Juliet Act 5
- Unit 10: Lesson 1 - Writing a Book Report

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 - Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 1
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 2
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Lesson 1 - Introduction to Animal Farm
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.2.	Analyze informational text development.

PROFICIENCY LEVEL RI.9-10.2.a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details

English I

Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
 Unit 1: Lesson 2 - Verb Tenses
 Unit 1: Lesson 7 - Analyzing and Editing a Narrative
 Unit 1: Quiz 1
 Unit 1: Quiz 3
 Unit 2: Activity: Active Reading Strategies
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 5 - Point of View and Theme
 Unit 2: Lesson 6 - Sensory and Figurative Language
 Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
 Unit 3: Lesson 2 - Prepositional Phrases
 Unit 3: Lesson 3 - Subordinate Clauses
 Unit 3: Lesson 4 - Verbals and Sentence Combining
 Unit 3: Lesson 7 -Poetry Structures and Sound
 Unit 3: Lesson 8 - Poetry Forms and Genres
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Introduction to Nonfiction Texts
 Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
 Unit 4: Lesson 3 - Analyzing Expository Texts
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
 Unit 5: Lesson 1 - Epics and Myths
 Unit 5: Lesson 2 - Introduction to Homer's Odyssey
 Unit 5: Lesson 3 - The Odyssey Books 1 and 5

Unit 5: Lesson 4 - The Odyssey Book 9
 Unit 5: Lesson 5 - The Odyssey Book 12
 Unit 5: Lesson 6 - The Odyssey Books 16-17
 Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
 Unit 6: Activity - RESEARCH PROJECT TASK - Planning
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Lesson 8 - Proofreading and Editing
 Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
 Unit 6: Quiz 2
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

RI.9-
10.2.b.

Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

English I

Unit 1: Lesson 7 - Analyzing and Editing a Narrative

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

English I

- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
- Unit 4: Lesson 3 - Analyzing Expository Texts
- Unit 4: Quiz 1
- Unit 10: Lesson 1 - Writing a Book Report
- Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English I

- Unit 1: Activity: Expository Essay and Discussion
- Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
- Unit 1: Lesson 2 - Verb Tenses
- Unit 1: Lesson 7 - Analyzing and Editing a Narrative
- Unit 1: Quiz 1
- Unit 1: Quiz 3
- Unit 2: Activity: Active Reading Strategies
- Unit 2: Lesson 2 - Introduction to Narrative Texts
- Unit 2: Lesson 3 - Characterization
- Unit 2: Lesson 5 - Point of View and Theme
- Unit 2: Lesson 6 - Sensory and Figurative Language
- Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
- Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
- Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
- Unit 3: Lesson 2 - Prepositional Phrases
- Unit 3: Lesson 3 - Subordinate Clauses
- Unit 3: Lesson 4 - Verbals and Sentence Combining
- Unit 3: Lesson 7 - Poetry Structures and Sound
- Unit 3: Lesson 8 - Poetry Forms and Genres
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 3: Quiz 2
- Unit 4: Lesson 1 - Introduction to Nonfiction Texts
- Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
- Unit 4: Lesson 3 - Analyzing Expository Texts
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
- Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
- Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
- Unit 4: Quiz 1
- Unit 5: Lesson 1 - Epics and Myths
- Unit 5: Lesson 2 - Introduction to Homer's Odyssey
- Unit 5: Lesson 3 - The Odyssey Books 1 and 5
- Unit 5: Lesson 4 - The Odyssey Book 9
- Unit 5: Lesson 5 - The Odyssey Book 12
- Unit 5: Lesson 6 - The Odyssey Books 16-17
- Unit 5: Lesson 7 - The Odyssey Book 21
- Unit 5: Lesson 8 - The Odyssey Books 22-23
- Unit 5: Lesson 9 - Themes in the Odyssey
- Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
- Unit 6: Activity - RESEARCH PROJECT TASK - Planning

Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Lesson 8 - Proofreading and Editing
 Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 1
 Unit 10: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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English I

Unit 4: Lesson 3 - Analyzing Expository Texts

BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.6.	<p>Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>English I</p> <p>Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Quiz 1 Unit 6: Activity - RESEARCH PROJECT TASK - Sources Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 7: Lesson 1 - Introduction to Animal Farm Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Quiz 1 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 8 : Quiz 1 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 4: Comparing Media Forms Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 7 - Procedures Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.7.	<p>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.</p> <p>English I</p> <p>Unit 10: Activity: Comparing Media Unit 10: Lesson 4: Comparing Media Forms</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.8.	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>English I</p> <p>Unit 4: Lesson 3 - Analyzing Expository Texts</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.9.	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>English I</p> <p>Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

English I

Unit 4: Lesson 1 - Introduction to Nonfiction Texts

Unit 4: Quiz 1

Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROFICIENCY LEVEL W.9-10.1.a. Establish a clear and thorough thesis to present an argument.

English I

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Quiz 1

Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter

Unit 10: Activity - Collaborative Group

PROFICIENCY LEVEL W.9-10.1.b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

English I

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Quiz 1

Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter

Unit 10: Activity - Collaborative Group

PROFICIENCY LEVEL W.9-10.1.c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

English I

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts

Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)

Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)

Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Quiz 1

Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter

Unit 10: Activity - Collaborative Group

PROFICIENCY LEVEL	W.9-10.1.d.	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. English I Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
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PROFICIENCY LEVEL	W.9-10.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. English I Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
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PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. English I Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 10: Activity - Collaborative Group
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information. English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 1 - Reading to Understand Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 4 - Analyzing Conflict and Characterization Unit 2: Lesson 5 - Point of View and Theme Unit 2: Lesson 6 - Sensory and Figurative Language Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Activity: Planning your Analytical Essay Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Lesson 4 - Planning an Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 8 - Denotations, Connotations, and Analogies Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 5: Lesson 1 - Epics and Myths Unit 5: Lesson 2 - Introduction to Homer's Odyssey Unit 5: Lesson 3 - The Odyssey Books 1 and 5 Unit 5: Lesson 4 - The Odyssey Book 9
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Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Graphic Organizer
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
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Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
Unit 8 : Writing Activity - Rhetorical Analysis Essay
Unit 9: Lesson 1 - Structure Elements of Drama
Unit 9: Lesson 2 - Introduction to Romeo and Juliet
Unit 9: Lesson 3 - Romeo and Juliet Act 1
Unit 9: Lesson 4 - Romeo and Juliet Act 2
Unit 9: Lesson 5 - Romeo and Juliet Act 3
Unit 9: Lesson 6 - Romeo and Juliet Act 4
Unit 9: Lesson 7 - Romeo and Juliet Act 5
Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
Unit 10: Activity - Collaborative Group
Unit 10: Activity: Comparing Media
Unit 10: Lesson 1 - Writing a Book Report
Unit 10: Lesson 5 - Writing a Business E-mail
Unit 10: Lesson 9 - Using Roots and Affixes to Decode

PROFICIENCY LEVEL	W.9-10.2.b.	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</p> <p><u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 4 - Planning an Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 9 - Publishing and Presenting a Research Essay Unit 6: Quiz 2 Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 10: Activity - Collaborative Group Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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PROFICIENCY LEVEL	W.9-10.2.c.	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Activity: Planning your Analytical Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 7: Graphic Organizer Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 10: Activity - Collaborative Group Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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PROFICIENCY LEVEL	W.9-10.2.d.	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><u>English I</u> Unit 1: Lesson 9 - Transitions and Writing an Expository Essay Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Quiz 2 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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PROFICIENCY LEVEL	W.9-10.2.e.	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><u>English I</u> Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 3 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 10: Activity - Collaborative Group Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 9 - Using Roots and Affixes to Decode</p>
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PROFICIENCY LEVEL	W.9-10.2.f.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>English I</u> Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)</p>
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PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 7: Lesson 2 - Animal Farm Chapter I Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 10: Activity - Collaborative Group Unit 10: Lesson 5 - Writing a Business E-mail Unit 10: Lesson 9 - Using Roots and Affixes to Decode
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PROFICIENCY LEVEL	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 5: Activity - Write a Poem Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity) Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity) Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
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PROFICIENCY LEVEL	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. English I Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
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PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. English I Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 7: Lesson 4 - Animal Farm Chapters IV-V
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PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. English I Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 2 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 5: Activity - Write a Poem Unit 7: Lesson 4 - Animal Farm Chapters IV-V Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
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PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. English I Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 1 Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 7: Lesson 4 - Animal Farm Chapters IV-V
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) English I
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Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 8 - The Expository Essay and the Writing Process
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Activity: Graphic Organizer
Unit 2: Activity: Narrative Writing, Part 1
Unit 2: Activity: Narrative Writing, Part 2
Unit 2: Activity: Narrative Writing, Part 3
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 4: Activity: Planning your Analytical Essay
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 4 - Planning an Analytical Essay
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
Unit 5: Activity - Write a Poem
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
Unit 6: Activity - RESEARCH PROJECT TASK - Sources
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 3 - Evaluating and Documenting Sources
Unit 6: Lesson 4 - Gathering Information
Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
Unit 6: Lesson 7 - Revising a Research Essay
Unit 6: Lesson 8 - Proofreading and Editing
Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
Unit 6: Quiz 1
Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
Unit 7: Graphic Organizer
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)

Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 1
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

BENCHMARK / W.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,
 GRADE LEVEL 10.5. focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions
 INDICATOR should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

English I

Unit 1: Activity: Expository Essay and Discussion
 Unit 1: Lesson 8 - The Expository Essay and the Writing Process
 Unit 1: Quiz 3
 Unit 2: Activity: Narrative Writing, Part 1
 Unit 2: Activity: Narrative Writing, Part 2
 Unit 2: Lesson 2 - Introduction to Narrative Texts
 Unit 2: Lesson 3 - Characterization
 Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
 Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
 Unit 3: Lesson 6 - More Editing and Revising Tips
 Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
 Unit 4: Activity: Planning your Analytical Essay
 Unit 4: Lesson 4 - Planning an Analytical Essay
 Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
 Unit 4: Lesson 6 - Revising, Editing, and Publishing
 Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
 Unit 5: Activity - Write a Poem
 Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
 Unit 6: Activity - RESEARCH PROJECT TASK - Revising
 Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Lesson 8 - Proofreading and Editing
 Unit 6: Quiz 1
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 10: Lesson 5 - Writing a Business E-mail

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. English I Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. English I Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 2: Quiz 2 Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics Unit 6: Activity - RESEARCH PROJECT TASK - Notecards Unit 6: Activity - RESEARCH PROJECT TASK - Planning Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 2 - Selecting a Topic and Making a Plan Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 6: Lesson 4 - Gathering Information Unit 6: Lesson 5 - Organizing Information Unit 6: Quiz 1 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity) Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 10: Lesson 1 - Writing a Book Report
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BENCHMARK / GRADE LEVEL INDICATOR W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

English I

- Unit 1: Activity: Expository Essay and Discussion
- Unit 1: Lesson 8 - The Expository Essay and the Writing Process
- Unit 2: Quiz 2
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
- Unit 6: Activity - RESEARCH PROJECT TASK - Notecards
- Unit 6: Activity - RESEARCH PROJECT TASK - Revising
- Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
- Unit 6: Activity - RESEARCH PROJECT TASK - Sources
- Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
- Unit 6: Lesson 1 - Introduction to Research Writing
- Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
- Unit 6: Lesson 3 - Evaluating and Documenting Sources
- Unit 6: Lesson 4 - Gathering Information
- Unit 6: Lesson 5 - Organizing Information
- Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
- Unit 6: Lesson 7 - Revising a Research Essay
- Unit 6: Lesson 8 - Proofreading and Editing
- Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
- Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
- Unit 7: Graphic Organizer
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
- Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
- Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
- Unit 8 : Writing Activity - Rhetorical Analysis Essay
- Unit 9: Lesson 2 - Introduction to Romeo and Juliet
- Unit 9: Lesson 5 - Romeo and Juliet Act 3
- Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
- Unit 10: Activity - Collaborative Group
- Unit 10: Lesson 1 - Writing a Book Report
- Unit 10: Lesson 9 - Using Roots and Affixes to Decode

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL	W.9-10.9.a.	<p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to 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]”).</p> <p>English I</p> <p>Unit 4: Lesson 3 - Analyzing Expository Texts</p> <p>Unit 5: Lesson 1 - Epics and Myths</p> <p>Unit 8 : Lesson 4 - Writing a Rhetorical Analysis</p> <p>Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay</p> <p>Unit 8 : Writing Activity - Rhetorical Analysis Essay</p> <p>Unit 9: Lesson 1 - Structure Elements of Drama</p> <p>Unit 9: Lesson 2 - Introduction to Romeo and Juliet</p> <p>Unit 9: Quiz 1</p>
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PROFICIENCY LEVEL	W.9-10.9.b.	<p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>English I</p> <p>Unit 4: Lesson 1 - Introduction to Nonfiction Texts</p> <p>Unit 4: Quiz 1</p> <p>Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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English I

- Unit 1: Activity: Expository Essay and Discussion
- Unit 1: Lesson 8 - The Expository Essay and the Writing Process
- Unit 1: Quiz 3
- Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
- Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
- Unit 3: Lesson 6 - More Editing and Revising Tips
- Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
- Unit 4: Activity: Planning your Analytical Essay
- Unit 4: Lesson 4 - Planning an Analytical Essay
- Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
- Unit 4: Lesson 6 - Revising, Editing, and Publishing
- Unit 4: Quiz 2 (Analytical Essay - Rough Draft)
- Unit 5: Activity - Write a Poem
- Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread
- Unit 6: Activity - RESEARCH PROJECT TASK - Revising
- Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
- Unit 6: Lesson 1 - Introduction to Research Writing
- Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
- Unit 6: Lesson 7 - Revising a Research Essay
- Unit 6: Lesson 8 - Proofreading and Editing
- Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
- Unit 7: Lesson 2 - Animal Farm Chapter I
- Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
- Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
- Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
- Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
- Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
- Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
- Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
- Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
- Unit 8 : Quiz 3 and Final Draft of your Argumentative Letter
- Unit 8 : Writing Activity - Rhetorical Analysis Essay
- Unit 10: Lesson 5 - Writing a Business E-mail

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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English I

- Unit 7: Lesson 1 - Introduction to Animal Farm
- Unit 10: Activity - Collaborative Group
- Unit 10: Lesson 8 - Teamwork and Collaboration
- Unit 10: Quiz 3

PROFICIENCY LEVEL	SL.9-10.1.b.	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>English I Unit 10: Activity - Collaborative Group Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3</p>
PROFICIENCY LEVEL	SL.9-10.1.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>English I Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 7: Lesson 1 - Introduction to Animal Farm Unit 10: Activity - Collaborative Group Unit 10: Activity - Giving and Following Directions Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 3</p>
PROFICIENCY LEVEL	SL.9-10.1.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>English I Unit 7: Lesson 1 - Introduction to Animal Farm Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 10: Activity - Collaborative Group Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Lesson 8 - Teamwork and Collaboration Unit 10: Quiz 2 Unit 10: Quiz 3</p>
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.9-10.2.	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>English I Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 10: Activity - Collaborative Group Unit 10: Lesson 3 - Media Literacy Unit 10: Lesson 6 - Listening and Speaking Skills</p>
BENCHMARK / GRADE LEVEL INDICATOR	SL.9-10.3.	<p>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>English I Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 9 - Evaluating Persuasive Speaking Unit 10: Lesson 6 - Listening and Speaking Skills Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

English I

Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Activity - Giving and Following Directions
 Unit 10: Lesson 6 - Listening and Speaking Skills

BENCHMARK / GRADE LEVEL INDICATOR SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

English I

Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
 Unit 9: Lesson 9 - Romeo and Juliet Multimedia Presentation (Activity)
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

English I

Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
 Unit 10: Activity - Collaborative Group
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.9-10.1.a.	Use parallel structure. English I Unit 1: Lesson 3 - Mood and Voice of Verbs Unit 3: Lesson 4 - Verbals and Sentence Combining Unit 6: Activity - RESEARCH PROJECT TASK - Edit and Proofread Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline Unit 6: Lesson 8 - Proofreading and Editing Unit 6: Quiz 2 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay
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PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English I Unit 1: Activity: Expository Essay and Discussion Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included) Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 2 - Prepositional Phrases Unit 3: Lesson 3 - Subordinate Clauses Unit 3: Lesson 5 - Compounds and Sentence Combining Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 3: Quiz 1 Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 4: Quiz 3 Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 7: Lesson 9 - Punctuation Review Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 10: Lesson 1 - Writing a Book Report Unit 10: Lesson 9 - Using Roots and Affixes to Decode
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. English I Unit 3: Lesson 4 - Verbals and Sentence Combining Unit 3: Lesson 5 - Compounds and Sentence Combining Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Quiz 2 Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 7: Lesson 9 - Punctuation Review Unit 7: Quiz 3
PROFICIENCY LEVEL	L.9-10.2.b.	Use a colon to introduce a list or quotation. English I Unit 3: Lesson 6 - More Editing and Revising Tips Unit 7: Lesson 9 - Punctuation Review Unit 7: Quiz 3
PROFICIENCY LEVEL	L.9-10.2.c.	Spell correctly. English I Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 6 - More Editing and Revising Tips Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Quiz 2 (Analytical Essay - Rough Draft) Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

PROFICIENCY LEVEL	L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. English I Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Activity - RESEARCH PROJECT TASK - Sources Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 9 - Publishing and Presenting a Research Essay Unit 6: Quiz 1 Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher
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PROFICIENCY LEVEL	L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
		<p>English I</p> <p>Unit 6: Activity - RESEARCH PROJECT TASK - Revising Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft Unit 6: Activity - RESEARCH PROJECT TASK - Sources Unit 6: Lesson 1 - Introduction to Research Writing Unit 6: Lesson 3 - Evaluating and Documenting Sources Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included) Unit 6: Lesson 7 - Revising a Research Essay Unit 6: Lesson 9 - Publishing and Presenting a Research Essay Unit 6: Quiz 1 Unit 6: Quiz 3 - Deliver your Research Presentation to your teacher</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<p>English I</p> <p>Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Lesson 1 - Reading to Understand Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 3 - Characterization Unit 2: Lesson 4 - Analyzing Conflict and Characterization Unit 2: Lesson 5 - Point of View and Theme Unit 2: Lesson 6 - Sensory and Figurative Language Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 3: Lesson 2 - Prepositional Phrases Unit 3: Lesson 3 - Subordinate Clauses Unit 3: Lesson 4 - Verbals and Sentence Combining Unit 3: Lesson 7 - Poetry Structures and Sound Unit 3: Lesson 8 - Poetry Forms and Genres Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Lesson 6 - Revising, Editing, and Publishing Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 8 - Denotations, Connotations, and Analogies Unit 4: Lesson 9 - Grammar Focus: Types of Sentences Unit 5: Lesson 1 - Epics and Myths Unit 5: Lesson 2 - Introduction to Homer's Odyssey Unit 5: Lesson 3 - The Odyssey Books 1 and 5 Unit 5: Lesson 4 - The Odyssey Book 9 Unit 5: Lesson 5 - The Odyssey Book 12 Unit 5: Lesson 6 - The Odyssey Books 16-17</p>

Unit 5: Lesson 7 - The Odyssey Book 21
 Unit 5: Lesson 8 - The Odyssey Books 22-23
 Unit 5: Lesson 9 - Themes in the Odyssey
 Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
 Unit 6: Activity - RESEARCH PROJECT TASK - Planning
 Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
 Unit 6: Lesson 1 - Introduction to Research Writing
 Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
 Unit 6: Lesson 3 - Evaluating and Documenting Sources
 Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Lesson 8 - Proofreading and Editing
 Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
 Unit 6: Quiz 2
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 1 - Introduction to Animal Farm
 Unit 7: Lesson 2 - Animal Farm Chapter I
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
 Unit 8 : Lesson 4 - Writing a Rhetorical Analysis
 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

PROFICIENCY LEVEL	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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English I

Unit 2: Lesson 4 - Analyzing Conflict and Characterization
 Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode

PROFICIENCY LEVEL	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
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English I

Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Quiz 3
Unit 7: Lesson 2 - Animal Farm Chapter I
Unit 7: Lesson 3 - Animal Farm Chapters II-III
Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 10: Lesson 1 - Writing a Book Report

PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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English I

Unit 1: Activity: Expository Essay and Discussion
Unit 1: Lesson 1 - Basic Grammar: Simple Sentences
Unit 1: Lesson 2 - Verb Tenses
Unit 1: Lesson 7 - Analyzing and Editing a Narrative
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Active Reading Strategies
Unit 2: Lesson 1 - Reading to Understand
Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 3
Unit 5: Lesson 1 - Epics and Myths
Unit 5: Lesson 2 - Introduction to Homer's Odyssey
Unit 5: Lesson 3 - The Odyssey Books 1 and 5
Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
Unit 5: Lesson 6 - The Odyssey Books 16-17
Unit 5: Lesson 7 - The Odyssey Book 21
Unit 5: Lesson 8 - The Odyssey Books 22-23
Unit 5: Lesson 9 - Themes in the Odyssey
Unit 6: Activity - RESEARCH PROJECT TASK - List 10 Topics
Unit 6: Activity - RESEARCH PROJECT TASK - Planning
Unit 6: Activity - RESEARCH PROJECT TASK - Thesis Statement and Outline
Unit 6: Lesson 1 - Introduction to Research Writing
Unit 6: Lesson 2 - Selecting a Topic and Making a Plan
Unit 6: Lesson 3 - Evaluating and Documenting Sources

Unit 6: Lesson 4 - Gathering Information
 Unit 6: Lesson 6 - Drafting a Research Essay (Research Essay Rubric Included)
 Unit 6: Lesson 7 - Revising a Research Essay
 Unit 6: Lesson 8 - Proofreading and Editing
 Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
 Unit 6: Quiz 2
 Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
 Unit 7: Lesson 1 - Introduction to Animal Farm
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 Unit 7: Lesson 3 - Animal Farm Chapters II-III
 Unit 7: Lesson 4 - Animal Farm Chapters IV-V
 Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
 Unit 7: Lesson 7 - Animal Farm Chapter X
 Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
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 Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches
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 Unit 8 : Lesson 5 - Rhetorical and Logical Fallacies
 Unit 8 : Lesson 6 - Planning an Argumentative Letter (Activity)
 Unit 8 : Lesson 7 - Developing a Persuasive Argument (Writing Tasks Activity)
 Unit 8 : Lesson 8 - Drafting, Revising, Editing, and Publishing (Activity)
 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 9: Lesson 1 - Structure Elements of Drama
 Unit 9: Lesson 2 - Introduction to Romeo and Juliet
 Unit 9: Lesson 3 - Romeo and Juliet Act 1
 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.9-10.5.a.	<p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>English I</p> <p>Unit 2: Lesson 2 - Introduction to Narrative Texts Unit 2: Lesson 6 - Sensory and Figurative Language Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay Unit 4: Lesson 1 - Introduction to Nonfiction Texts Unit 5: Lesson 7 - The Odyssey Book 21 Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches Unit 8 : Lesson 4 - Writing a Rhetorical Analysis Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay Unit 8 : Writing Activity - Rhetorical Analysis Essay Unit 9: Lesson 1 - Structure Elements of Drama Unit 9: Lesson 2 - Introduction to Romeo and Juliet Unit 9: Lesson 3 - Romeo and Juliet Act 1 Unit 9: Lesson 4 - Romeo and Juliet Act 2 Unit 9: Lesson 5 - Romeo and Juliet Act 3 Unit 9: Lesson 6 - Romeo and Juliet Act 4 Unit 9: Lesson 7 - Romeo and Juliet Act 5 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 5 - Writing a Business E-mail</p>
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PROFICIENCY LEVEL	L.9-10.5.b.	<p>Analyze nuances in the meaning of words with similar denotations.</p> <p>English I</p> <p>Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar Unit 4: Lesson 3 - Analyzing Expository Texts Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials Unit 4: Lesson 8 - Denotations, Connotations, and Analogies Unit 4: Quiz 3 Unit 8 : Lesson 1 - Characteristics of Persuasive Texts Unit 8 : Lesson 3 - Analyzing Persuasive Texts and Speeches</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	<p>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.</p> <p>English I</p> <p>Unit 1: Lesson 9 - Transitions and Writing an Expository Essay Unit 1: Activity: Expository Essay and Discussion Unit 1: Lesson 1 - Basic Grammar: Simple Sentences Unit 1: Lesson 2 - Verb Tenses Unit 1: Lesson 4 - Adjectives and Possessives Unit 1: Lesson 7 - Analyzing and Editing a Narrative Unit 1: Lesson 8 - The Expository Essay and the Writing Process Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Activity: Active Reading Strategies Unit 2: Activity: Graphic Organizer Unit 2: Activity: Narrative Writing, Part 3 Unit 2: Lesson 1 - Reading to Understand</p>
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Unit 2: Lesson 2 - Introduction to Narrative Texts
Unit 2: Lesson 3 - Characterization
Unit 2: Lesson 4 - Analyzing Conflict and Characterization
Unit 2: Lesson 5 - Point of View and Theme
Unit 2: Lesson 6 - Sensory and Figurative Language
Unit 2: Lesson 7 - Irony, Sarcasm, and Paradox
Unit 2: Lesson 8 - Narrative Writing: Planning and Drafting (Activity - Rubric Included)
Unit 2: Lesson 9 - Narrative Writing: Revising, Editing, and Publishing
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Prose Versus Poetry: More Grammar
Unit 3: Lesson 2 - Prepositional Phrases
Unit 3: Lesson 3 - Subordinate Clauses
Unit 3: Lesson 4 - Verbals and Sentence Combining
Unit 3: Lesson 7 -Poetry Structures and Sound
Unit 3: Lesson 8 - Poetry Forms and Genres
Unit 3: Lesson 9 - Analyzing Poetry: Writing An Expository Essay
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Introduction to Nonfiction Texts
Unit 4: Lesson 2 - Structural Patterns and Features of Nonfiction
Unit 4: Lesson 3 - Analyzing Expository Texts
Unit 4: Lesson 5 - Organizing and Drafting an Analytical Essay
Unit 4: Lesson 6 - Revising, Editing, and Publishing
Unit 4: Lesson 7 - Vocabulary Focus: Using Reference Materials
Unit 4: Lesson 8 - Denotations, Connotations, and Analogies
Unit 4: Lesson 9 - Grammar Focus: Types of Sentences
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Activity - Write a Poem
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Unit 5: Lesson 4 - The Odyssey Book 9
Unit 5: Lesson 5 - The Odyssey Book 12
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Unit 6: Activity - RESEARCH PROJECT TASK - Revising
Unit 6: Activity - RESEARCH PROJECT TASK - Rough Draft
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Unit 6: Lesson 9 - Publishing and Presenting a Research Essay
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Unit 6: RESEARCH PROJECT TASK - Cluster Diagram
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Unit 7: Lesson 4 - Animal Farm Chapters IV-V
Unit 7: Lesson 5 - Animal Farm Chapters VI-VII
Unit 7: Lesson 6 - Animal Farm Chapters VIII-IX
Unit 7: Lesson 7 - Animal Farm Chapter X
Unit 7: Lesson 8 Activity - Rough Draft of your Literary Response Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

Unit 8 : Lesson 1 - Characteristics of Persuasive Texts
 Unit 8 : Lesson 2 - Rhetorical Appeals and Devices
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 Unit 8 : Lesson 9 - Evaluating Persuasive Speaking
 Unit 8 : Quiz 1
 Unit 8 : Quiz 2 and Final Draft of the Rhetorical Analysis Essay
 Unit 8 : Writing Activity - Rhetorical Analysis Essay
 Unit 9: Lesson 1 - Structure Elements of Drama
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 Unit 9: Lesson 4 - Romeo and Juliet Act 2
 Unit 9: Lesson 5 - Romeo and Juliet Act 3
 Unit 9: Lesson 6 - Romeo and Juliet Act 4
 Unit 9: Lesson 7 - Romeo and Juliet Act 5
 Unit 9: Lesson 8 - Rhetorical and Thematic Analysis of Romeo and Juliet
 Unit 9: Quiz 2
 Unit 10: Activity - Collaborative Group
 Unit 10: Activity: Comparing Media
 Unit 10: Lesson 1 - Writing a Book Report
 Unit 10: Lesson 2 - Introduction to Media
 Unit 10: Lesson 3 - Media Literacy
 Unit 10: Lesson 4: Comparing Media Forms
 Unit 10: Lesson 5 - Writing a Business E-mail
 Unit 10: Lesson 6 - Listening and Speaking Skills
 Unit 10: Lesson 7 - Procedures
 Unit 10: Lesson 8 - Teamwork and Collaboration
 Unit 10: Lesson 9 - Using Roots and Affixes to Decode
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Correlation Statistics Summary

State: Ohio Learning Standards								
Subject: Language Arts								
Grade: 9								
100% of the lowest level standards for this state/subject/grade were met by English I.								
0% of the lowest level standards for this state/subject/grade were not met by English I.								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	College and Career Readiness Anchor Standards for Reading	100%	0	10	10	486		
	KEY IDEAS AND DETAILS	100%	0	3	3	184		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	100%	0	1	1	36		
2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.	100%	0	1	1	95		
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	100%	0	1	1	53		
	CRAFT AND STRUCTURE	100%	0	3	3	116		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	100%	0	1	1	94		
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	100%	0	1	1	9		

6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.	100%	0	1	1	13		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	97		
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	100%	0	1	1	93		
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	100%	0	1	1	1		
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	100%	0	1	1	3		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	89		
10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.	100%	0	1	1	89		
	College and Career Readiness Anchor Standards for Writing	100%	0	10	10	318		
	TEXT TYPES AND PURPOSES	100%	0	3	3	95		
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	1	1	7		
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	1	1	79		
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	1	1	9		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	125		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	100%	0	1	1	88		
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	100%	0	1	1	34		
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	100%	0	1	1	3		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	3	3	65		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	100%	0	1	1	17		
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	100%	0	1	1	21		
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	1	1	27		
	RANGE OF WRITING	100%	0	1	1	33		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	33		
	College and Career Readiness Anchor Standards for Speaking and Listening	100%	0	6	6	119		
	COMPREHENSION AND COLLABORATION	100%	0	3	3	104		
1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	100%	0	1	1	6		
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	100%	0	1	1	93		
3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.	100%	0	1	1	5		
	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	15		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	100%	0	1	1	5		
5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	100%	0	1	1	6		

6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	100%	0	1	1	4		
	College and Career Readiness Anchor Standards for Language	100%	0	6	6	355		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	2	2	20		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	1	1	9		
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	1	1	11		
	KNOWLEDGE OF LANGUAGE	100%	0	1	1	89		
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	1	1	89		
	VOCABULARY ACQUISITION AND USE	100%	0	3	3	246		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	100%	0	1	1	108		
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	1	1	20		
6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	100%	0	1	1	118		
	Reading Standards for Literature K–12	100%	0	10	10	284		
	KEY IDEAS AND DETAILS	100%	0	4	4	135		
RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	100%	0	1	1	35		
RL.9-10.2.	Analyze literary text development.	100%	0	2	2	50		
RL.9-10.2.a.	Determine a theme 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.	100%	0	1	1	47		
RL.9-10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.	100%	0	1	1	3		
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	100%	0	1	1	50		
	CRAFT AND STRUCTURE	100%	0	3	3	94		
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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	100%	0	1	1	44		
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.	100%	0	1	1	45		
RL.9-10.6.	Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	100%	0	1	1	5		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	2	2	10		
RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	100%	0	1	1	2		
RL.9-10.9.	Analyze how an author alludes to 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).	100%	0	1	1	8		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	45		

RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.	100%	0	1	1	45		
	Reading Standards for Informational Text K–12	100%	0	11	11	309		
	KEY IDEAS AND DETAILS	100%	0	4	4	182		
RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	100%	0	1	1	90		
RI.9-10.2.	Analyze informational text development.	100%	0	2	2	86		
RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	100%	0	1	1	85		
RI.9-10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.	100%	0	1	1	1		
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	100%	0	1	1	6		
	CRAFT AND STRUCTURE	100%	0	3	3	116		
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	100%	0	1	1	91		
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	100%	0	1	1	1		
RI.9-10.6.	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	100%	0	1	1	24		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	8		
RI.9-10.7.	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.	100%	0	1	1	2		
RI.9-10.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	100%	0	1	1	1		
RI.9-10.9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	100%	0	1	1	5		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	3		
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	100%	0	1	1	3		
	Writing Standards K–12	100%	0	26	26	490		
	TEXT TYPES AND PURPOSES	100%	0	18	18	266		
W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	6	6	27		
W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.	100%	0	1	1	7		

W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	100%	0	1	1	7		
W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	100%	0	1	1	7		
W.9-10.1.d.	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.	100%	0	1	1	2		
W.9-10.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	1		
W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.	100%	0	1	1	3		
W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	7	7	188		
W.9-10.2.a.	Establish a clear and thorough thesis to present information.	100%	0	1	1	78		
W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.	100%	0	1	1	28		
W.9-10.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	100%	0	1	1	21		
W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	100%	0	1	1	18		
W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	100%	0	1	1	24		
W.9-10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	1		
W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	100%	0	1	1	18		
W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	5	5	51		
W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	100%	0	1	1	18		
W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	100%	0	1	1	9		
W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	100%	0	1	1	6		
W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	100%	0	1	1	11		
W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	100%	0	1	1	7		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	126		
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	100%	0	1	1	87		
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	100%	0	1	1	36		

W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	100%	0	1	1	3		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		100%	0	4	4	65		
W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	100%	0	1	1	17		
W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	100%	0	1	1	37		
W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	2	2	11		
W.9-10.9.a.	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author alludes to 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]").	100%	0	1	1	8		
W.9-10.9.b.	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	100%	0	1	1	3		
RANGE OF WRITING		100%	0	1	1	33		
W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	33		
Speaking and Listening Standards K–12		100%	0	9	9	47		
COMPREHENSION AND COLLABORATION		100%	0	6	6	31		
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	100%	0	4	4	22		
SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	100%	0	1	1	4		
SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	100%	0	1	1	3		
SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	100%	0	1	1	8		
SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	100%	0	1	1	7		
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	100%	0	1	1	5		
SL.9-10.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	100%	0	1	1	4		
PRESENTATION OF KNOWLEDGE AND IDEAS		100%	0	3	3	16		
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	100%	0	1	1	5		
SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	100%	0	1	1	6		

SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	100%	0	1	1	5		
	Language Standards K–12	100%	0	14	14	414		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	5	5	55		
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	2	2	35		
L.9-10.1.a.	Use parallel structure.	100%	0	1	1	11		
L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	100%	0	1	1	24		
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	3	3	20		
L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	100%	0	1	1	7		
L.9-10.2.b.	Use a colon to introduce a list or quotation.	100%	0	1	1	3		
L.9-10.2.c.	Spell correctly.	100%	0	1	1	10		
	KNOWLEDGE OF LANGUAGE	100%	0	2	2	20		
L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	2	2	20		
L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	100%	0	1	1	10		
L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	100%	0	1	1	10		
	VOCABULARY ACQUISITION AND USE	100%	0	7	7	339		
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	100%	0	4	4	191		
L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	100%	0	1	1	88		
L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	100%	0	1	1	4		
L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	100%	0	1	1	10		
L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	100%	0	1	1	89		
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	2	2	30		
L.9-10.5.a.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	100%	0	1	1	23		
L.9-10.5.b.	Analyze nuances in the meaning of words with similar denotations.	100%	0	1	1	7		
L.9-10.6.	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.	100%	0	1	1	118		

Main Criteria: Ohio Learning Standards

Secondary Criteria: English II

Subject: Language Arts

Grade: 10

Correlation Options: Show All

Include Correlation Statistics

Ohio Learning Standards

Language Arts

Grade: **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Quiz 1
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots

Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 9: Quiz 1
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone

Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

BENCHMARK /
 GRADE LEVEL
 INDICATOR

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

English II

Unit 1: Lesson 4 - Introduction to Fiction
 Unit 1: Lesson 5 - Analyzing a Fiction Text
 Unit 1: Quiz 2
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 4: Activity - Evidence
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 2 - Elements of Plot
 Unit 4: Lesson 3 - Characterization
 Unit 4: Lesson 4 - Sensory Language
 Unit 4: Lesson 6 - Tone, Mood, and Point of View
 Unit 4: Lesson 8 - Forms of Poetry
 Unit 4: Quiz 1
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 4 - Establishing Point of View and Theme
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 8 - Elements of a Script
 Unit 5: Quiz 3 & Submission of Script
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK /
 GRADE LEVEL
 INDICATOR

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
 Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
 Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
 Unit 1: Lesson 4 - Introduction to Fiction

Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1

Unit 7: Quiz 2
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Activity: Expressive Timed Writing
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

BENCHMARK /
 GRADE LEVEL
 INDICATOR

5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 7 - Speeches
 Unit 10: Lesson 1 - Organization and Text Structure

BENCHMARK /
 GRADE LEVEL
 INDICATOR

6.

Assess how point of view, perspective, or purpose shapes the content and style of a text.

English II

Unit 1: Lesson 4 - Introduction to Fiction
 Unit 1: Lesson 5 - Analyzing a Fiction Text
 Unit 3: Lesson 2 - Using Context Clues in Literary Texts
 Unit 3: Quiz 1
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 3 - Characterization
 Unit 4: Lesson 6 - Tone, Mood, and Point of View
 Unit 4: Lesson 7 - Elements of Poetry
 Unit 4: Lesson 8 - Forms of Poetry
 Unit 4: Quiz 2
 Unit 4: Quiz 3 & Poem Final Draft
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 4 - Establishing Point of View and Theme
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 7: Lesson 5 - Analyzing Persuasive

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English II

- Unit 1: Lesson 1 - Basic Parts of Speech
- Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
- Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 5 - Analyzing a Fiction Text
- Unit 1: Lesson 6 - Analyzing a Nonfiction Text
- Unit 1: Lesson 7 - Evaluating a Persuasive Essay
- Unit 1: Lesson 8 - Effective Writing Traits
- Unit 1: Lesson 9 - Writing a Persuasive Essay
- Unit 1: Quiz 1
- Unit 1: Quiz 3
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 2 - More Pronouns
- Unit 2: Lesson 3 - Verbals and Phrases
- Unit 2: Lesson 4 - Subordinate Clauses
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 2: Lesson 6 - Planning a Personal Narrative
- Unit 2: Lesson 7 - Drafting a Personal Narrative
- Unit 2: Lesson 8 - Revising a Personal Narrative
- Unit 2: Lesson 9 - Proofreading a Personal Narrative
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Using Context to Determine Meaning
- Unit 3: Lesson 2 - Using Context Clues in Literary Texts
- Unit 3: Lesson 3 - Greek and Latin Roots
- Unit 3: Lesson 4 - Prefixes
- Unit 3: Lesson 5 - Suffixes
- Unit 3: Lesson 6 - Using Reference Materials
- Unit 3: Lesson 7 - Word Relationships
- Unit 3: Lesson 8 - Denotations and Connotations
- Unit 3: Lesson 9 - Interpreting Figures of Speech
- Unit 3: Quiz 1
- Unit 4: Activity - Evidence
- Unit 4: Lesson 1 - Characteristics of Literary Texts
- Unit 4: Lesson 2 - Elements of Plot
- Unit 4: Lesson 3 - Characterization
- Unit 4: Lesson 4 - Sensory Language
- Unit 4: Lesson 5 - Figurative Language
- Unit 4: Lesson 6 - Tone, Mood, and Point of View
- Unit 4: Lesson 7 - Elements of Poetry
- Unit 4: Lesson 8 - Forms of Poetry
- Unit 4: Quiz 2
- Unit 4: Quiz 3 & Poem Final Draft
- Unit 5: Lesson 1 - Elements of a Narrative
- Unit 5: Lesson 2 - Developing an Engaging Plot
- Unit 5: Lesson 3 - Creating and Developing Characters
- Unit 5: Lesson 4 - Establishing Point of View and Theme
- Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
- Unit 5: Lesson 6 - Drafting a Narrative
- Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
- Unit 5: Lesson 8 - Elements of a Script
- Unit 5: Lesson 9 - Writing a Script
- Unit 5: Quiz 2
- Unit 6: Lesson 1 - Types and Purposes of Nonfiction
- Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction

Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Activity: Personal Essay
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

BENCHMARK /
 GRADE LEVEL
 INDICATOR

8.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Quiz 2
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies

BENCHMARK / GRADE LEVEL INDICATOR	9.	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>English II</p> <p>Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 8 - Elements of a Script Unit 6: Lesson 7 - Speeches Unit 6: Quiz 3 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech Unit 10: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Read, comprehend, and respond to complex literary and informational texts independently and proficiently.</p> <p>English II</p> <p>Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 2 - More Pronouns Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 3: Lesson 1 - Using Context to Determine Meaning Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Lesson 3 - Greek and Latin Roots Unit 3: Lesson 4 - Prefixes Unit 3: Lesson 5 - Suffixes Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 7 - Word Relationships Unit 3: Lesson 8 - Denotations and Connotations Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 3: Quiz 1 Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 3 - Characterization Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry</p>
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Unit 4: Quiz 2
 Unit 4: Quiz 3 & Poem Final Draft
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 2 - Developing an Engaging Plot
 Unit 5: Lesson 3 - Creating and Developing Characters
 Unit 5: Lesson 4 - Establishing Point of View and Theme
 Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Lesson 8 - Elements of a Script
 Unit 5: Lesson 9 - Writing a Script
 Unit 5: Quiz 2
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and
GRADE LEVEL relevant and sufficient evidence.
INDICATOR

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 3
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Quiz 1

BENCHMARK / 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and
GRADE LEVEL accurately through the effective selection, organization, and analysis of content.
INDICATOR

English II

Unit 1: Lesson 8 - Effective Writing Traits
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts

Unit 6: Lesson 9 - Work-Related Documents
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 3 & Speech
 Unit 8: Instructional Speech Activity
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

BENCHMARK /
 GRADE LEVEL
 INDICATOR

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English II

Unit 2: Activity: Draft your Personal Narrative
 Unit 2: Activity: Plan your Personal Narrative
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 6 - Planning a Personal Narrative
 Unit 2: Lesson 7 - Drafting a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 4: Activity - Draft a Poem
 Unit 5: Activity - Fictional Narrative Planning
 Unit 5: Activity: Dialogue and Internal Monologue
 Unit 5: Activity: Script Writing
 Unit 5: Developing Characters Activity
 Unit 5: Drafting Fictional Narrative Activity
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 2 - Developing an Engaging Plot
 Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Lesson 9 - Writing a Script
 Unit 5: Point of View and Theme Activity
 Unit 5: Quiz 1
 Unit 5: Quiz 3 & Submission of Script

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
 GRADE LEVEL
 INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 1: Quiz 3
 Unit 2: Activity: Draft your Personal Narrative

Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Draft a Poem
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering a Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 1

Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 10: Activity: Collaborative Group

BENCHMARK / GRADE LEVEL INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

English II

Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 2: Activity: Plan your Personal Narrative
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 6 - Planning a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 4: Activity - Draft a Poem
 Unit 5: Activity: Script Writing
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 2 - Developing an Engaging Plot
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 5: Quiz 3 & Submission of Script
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Activity: Personal Essay

BENCHMARK / GRADE LEVEL INDICATOR 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

English II

Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. English II Unit 2: Lesson 5 - Sentence Structure Review Unit 7: Lesson 7 - Preparing Persuasive Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 5 - Organizing Information Unit 8: Lesson 6 - Drafting a Research Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Research Essay Activity - Thesis Statement & Outline Unit 8: Research Essay Project - Note Cards Unit 8: Research Essay Project - Plan & Brainstorm Unit 9: Activity: Personal Essay Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Quiz 1 Unit 7: Lesson 7 - Preparing Persuasive Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions Unit 8: Lesson 3 - Selecting Research Sources Unit 8: Lesson 4 - Gathering Information Unit 8: Lesson 5 - Organizing Information Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Research Essay Activity - Thesis Statement & Outline Unit 8: Research Essay Project - Note Cards Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity
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BENCHMARK / GRADE LEVEL INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English II

- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 4: Lesson 8 - Forms of Poetry
- Unit 5: Lesson 8 - Elements of a Script
- Unit 6: Activity - Job Application
- Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
- Unit 6: Lesson 9 - Work-Related Documents
- Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
- Unit 7: Lesson 3 - Analyzing Media Messages
- Unit 7: Lesson 7 - Preparing Persuasive
- Unit 8: Lesson 1 - Introduction to Research
- Unit 8: Lesson 4 - Gathering Information
- Unit 8: Lesson 6 - Drafting a Research
- Unit 8: Lesson 7 - Revising, Editing, and Publishing
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Research Essay Activity - Thesis Statement & Outline
- Unit 8: Research Essay Project - Note Cards
- Unit 8: Research Essay Project - Rough Draft
- Unit 9: Activity: Personal Essay
- Unit 10: Activity: Collaborative Group
- Unit 10: Lesson 9 - Group Work and a Discussion Activity

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>English II</p> <p>Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity: Script Writing Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 1 Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
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STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
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BENCHMARK / GRADE LEVEL INDICATOR	1.	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>English II</p> <p>Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Research Essay Project - Note Cards Unit 10: Activity: Collaborative Group Unit 10: Lesson 9 - Group Work and a Discussion Activity</p>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>English II</p> <p>Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 1 Unit 1: Quiz 3</p>
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Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 2: Quiz 1
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards

Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Activity: Personal Essay
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
<p>English II Unit 7: Lesson 3 - Analyzing Media Messages Unit 7: Quiz 3 & Speech</p>		
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<p>English II Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Instructional Speech Activity Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation</p>		
BENCHMARK / GRADE LEVEL INDICATOR	5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<p>English II Unit 7: Lesson 2 - Media Messages Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation</p>		

BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. English II Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation Unit 10: Lesson 9 - Group Work and a Discussion Activity
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. English II Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 7 - Word Relationships Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. English II Unit 2: Lesson 9 - Proofreading a Personal Narrative
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. English II Unit 1: Lesson 1 - Basic Parts of Speech Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 2 - More Pronouns Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative
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Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"

Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Activity: Expressive Timed Writing
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
 Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
 Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
 Unit 1: Lesson 4 - Introduction to Fiction
 Unit 1: Lesson 5 - Analyzing a Fiction Text
 Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 1: Quiz 1
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 2 - More Pronouns
 Unit 2: Lesson 3 - Verbals and Phrases
 Unit 2: Lesson 4 - Subordinate Clauses
 Unit 2: Lesson 5 - Sentence Structure Review
 Unit 2: Lesson 6 - Planning a Personal Narrative
 Unit 2: Lesson 7 - Drafting a Personal Narrative
 Unit 2: Lesson 8 - Revising a Personal Narrative
 Unit 2: Lesson 9 - Proofreading a Personal Narrative
 Unit 3: Lesson 1 - Using Context to Determine Meaning
 Unit 3: Lesson 2 - Using Context Clues in Literary Texts
 Unit 3: Lesson 3 - Greek and Latin Roots
 Unit 3: Lesson 4 - Prefixes
 Unit 3: Lesson 5 - Suffixes
 Unit 3: Lesson 6 - Using Reference Materials
 Unit 3: Lesson 7 - Word Relationships
 Unit 3: Lesson 8 - Denotations and Connotations
 Unit 3: Lesson 9 - Interpreting Figures of Speech
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Activity - Evidence
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 2 - Elements of Plot
 Unit 4: Lesson 3 - Characterization
 Unit 4: Lesson 4 - Sensory Language
 Unit 4: Lesson 5 - Figurative Language
 Unit 4: Lesson 6 - Tone, Mood, and Point of View
 Unit 4: Lesson 7 - Elements of Poetry
 Unit 4: Lesson 8 - Forms of Poetry
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 4: Quiz 3 & Poem Final Draft

Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

BENCHMARK / GRADE LEVEL INDICATOR 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English II

Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Lesson 5 - Figurative Language
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 6 - Drafting a Narrative
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 7: Lesson 1 - What is Bias?

BENCHMARK / GRADE LEVEL INDICATOR 6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing

Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 10: Activity: Collaborative Group
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- English II**
- Unit 1: Lesson 5 - Analyzing a Fiction Text
 - Unit 2: Activity: Upload your Personal Narrative
 - Unit 2: Lesson 1 - Writing a Book Report
 - Unit 3: Lesson 2 - Using Context Clues in Literary Texts
 - Unit 4: Activity - Evidence
 - Unit 4: Lesson 1 - Characteristics of Literary Texts
 - Unit 4: Lesson 2 - Elements of Plot
 - Unit 4: Lesson 3 - Characterization
 - Unit 4: Lesson 4 - Sensory Language
 - Unit 4: Lesson 5 - Figurative Language
 - Unit 4: Lesson 6 - Tone, Mood, and Point of View
 - Unit 4: Lesson 7 - Elements of Poetry
 - Unit 4: Lesson 8 - Forms of Poetry
 - Unit 4: Quiz 1
 - Unit 4: Quiz 3 & Poem Final Draft
 - Unit 5: Lesson 1 - Elements of a Narrative
 - Unit 5: Lesson 4 - Establishing Point of View and Theme
 - Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
 - Unit 5: Lesson 6 - Drafting a Narrative
 - Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
 - Unit 5: Lesson 8 - Elements of a Script
 - Unit 5: Quiz 2
 - Unit 9: Lesson 2 - "Antigone" by Sophocles
 - Unit 9: Lesson 3 - "Antigone", Continued
 - Unit 9: Lesson 4 - Elizabethan Drama
 - Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 - Unit 9: Lesson 6 - "The Proposal," Continued

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme 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.
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English II

- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 5 - Analyzing a Fiction Text
- Unit 1: Quiz 2
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 3: Lesson 2 - Using Context Clues in Literary Texts
- Unit 4: Activity - Evidence
- Unit 4: Lesson 1 - Characteristics of Literary Texts
- Unit 4: Lesson 2 - Elements of Plot
- Unit 4: Lesson 3 - Characterization
- Unit 4: Lesson 4 - Sensory Language
- Unit 4: Lesson 5 - Figurative Language
- Unit 4: Lesson 6 - Tone, Mood, and Point of View
- Unit 4: Lesson 7 - Elements of Poetry
- Unit 4: Lesson 8 - Forms of Poetry
- Unit 4: Quiz 1
- Unit 4: Quiz 3 & Poem Final Draft
- Unit 5: Lesson 1 - Elements of a Narrative
- Unit 5: Lesson 4 - Establishing Point of View and Theme
- Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
- Unit 5: Lesson 6 - Drafting a Narrative
- Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
- Unit 5: Lesson 8 - Elements of a Script
- Unit 5: Quiz 2
- Unit 6: Lesson 5 - The Analytical Essay
- Unit 7: Lesson 5 - Analyzing Persuasive
- Unit 9: Lesson 2 - "Antigone" by Sophocles
- Unit 9: Lesson 3 - "Antigone", Continued
- Unit 9: Lesson 4 - Elizabethan Drama
- Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
- Unit 9: Lesson 6 - "The Proposal," Continued
- Unit 9: Quiz 1
- Unit 10: Lesson 1 - Organization and Text Structure
- Unit 10: Lesson 3 - I Am Malala: Motifs and Theme

PROFICIENCY LEVEL	RL.9-10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
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English II

- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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English II

- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 5 - Analyzing a Fiction Text
- Unit 1: Quiz 2
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 4: Activity - Evidence
- Unit 4: Lesson 1 - Characteristics of Literary Texts
- Unit 4: Lesson 2 - Elements of Plot
- Unit 4: Lesson 3 - Characterization
- Unit 4: Lesson 4 - Sensory Language
- Unit 4: Lesson 6 - Tone, Mood, and Point of View
- Unit 4: Lesson 8 - Forms of Poetry
- Unit 4: Quiz 1
- Unit 5: Lesson 1 - Elements of a Narrative
- Unit 5: Lesson 4 - Establishing Point of View and Theme
- Unit 5: Lesson 6 - Drafting a Narrative
- Unit 5: Lesson 8 - Elements of a Script
- Unit 5: Quiz 3 & Submission of Script
- Unit 6: Lesson 5 - The Analytical Essay
- Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
- Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
- Unit 9: Lesson 1 - Classical Greek Drama
- Unit 9: Lesson 2 - "Antigone" by Sophocles
- Unit 9: Lesson 3 - "Antigone", Continued
- Unit 9: Lesson 4 - Elizabethan Drama
- Unit 9: Lesson 6 - "The Proposal," Continued
- Unit 9: Quiz 1
- Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
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English II

Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text
Unit 1: Quiz 2
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Quiz 2
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Quiz 1
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 6 - "The Proposal," Continued
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 9: Quiz 3
Unit 10: Activity: Expressive Timed Writing
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.5.	<p>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.</p> <p>English II</p> <p>Unit 1: Lesson 4 - Introduction to Fiction Unit 1: Lesson 5 - Analyzing a Fiction Text Unit 1: Quiz 2 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Quiz 1 Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 3 - Characterization Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 8 - Forms of Poetry Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 8 - Elements of a Script Unit 5: Quiz 1 Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 9: Lesson 1 - Classical Greek Drama Unit 9: Lesson 2 - "Antigone" by Sophocles Unit 9: Lesson 3 - "Antigone", Continued Unit 9: Lesson 4 - Elizabethan Drama Unit 9: Lesson 5 - Modern Drama and Anton Chekhov Unit 9: Lesson 6 - "The Proposal," Continued Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 10: Lesson 1 - Organization and Text Structure Unit 10: Lesson 2 - Author's Voice and Tone Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting) Unit 10: Lesson 6 - Making Inferences From Text Evidence Unit 10: Quiz 1 Unit 10: Quiz 2</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.6.	<p>Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>English II</p> <p>Unit 4: Lesson 5 - Figurative Language Unit 9: Lesson 1 - Classical Greek Drama Unit 9: Lesson 5 - Modern Drama and Anton Chekhov Unit 9: Lesson 7 - Introduction to "I Am Malala" Unit 9: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). English II Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 8 - Elements of a Script
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BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.8.	(Not applicable to literature) No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	RL.9- 10.9.	Analyze how an author alludes to 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). English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 9: Lesson 2 - "Antigone" by Sophocles Unit 9: Lesson 4 - Elizabethan Drama Unit 9: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
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English II

- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 5 - Analyzing a Fiction Text
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 3: Lesson 2 - Using Context Clues in Literary Texts
- Unit 3: Quiz 1
- Unit 4: Activity - Evidence
- Unit 4: Lesson 1 - Characteristics of Literary Texts
- Unit 4: Lesson 2 - Elements of Plot
- Unit 4: Lesson 3 - Characterization
- Unit 4: Lesson 4 - Sensory Language
- Unit 4: Lesson 5 - Figurative Language
- Unit 4: Lesson 6 - Tone, Mood, and Point of View
- Unit 4: Lesson 7 - Elements of Poetry
- Unit 4: Lesson 8 - Forms of Poetry
- Unit 4: Quiz 1
- Unit 4: Quiz 2
- Unit 4: Quiz 3 & Poem Final Draft
- Unit 5: Lesson 1 - Elements of a Narrative
- Unit 5: Lesson 4 - Establishing Point of View and Theme
- Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
- Unit 5: Lesson 6 - Drafting a Narrative
- Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
- Unit 5: Lesson 8 - Elements of a Script
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3 & Submission of Script
- Unit 6: Lesson 5 - The Analytical Essay
- Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
- Unit 7: Lesson 5 - Analyzing Persuasive
- Unit 9: Lesson 2 - "Antigone" by Sophocles
- Unit 9: Lesson 3 - "Antigone", Continued
- Unit 9: Lesson 4 - Elizabethan Drama
- Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
- Unit 9: Lesson 6 - "The Proposal," Continued

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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English II

- Unit 1: Lesson 1 - Basic Parts of Speech
- Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
- Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 6 - Analyzing a Nonfiction Text
- Unit 1: Lesson 7 - Evaluating a Persuasive Essay
- Unit 1: Lesson 8 - Effective Writing Traits
- Unit 1: Lesson 9 - Writing a Persuasive Essay

Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
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Unit 4: Quiz 2
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
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Unit 5: Quiz 1
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Unit 7: Lesson 3 - Analyzing Media Messages
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Unit 8: Research Essay Project - Note Cards

Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.2.	Analyze informational text development.

PROFICIENCY LEVEL RI.9-10.2.a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details

English II

Unit 1: Lesson 1 - Basic Parts of Speech
 Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
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 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 1: Quiz 1
 Unit 1: Quiz 3
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 2 - More Pronouns
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 Unit 3: Lesson 9 - Interpreting Figures of Speech
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 Unit 4: Lesson 1 - Characteristics of Literary Texts
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 Unit 5: Lesson 9 - Writing a Script
 Unit 5: Quiz 1
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
 Unit 6: Lesson 3 - Expository Texts
 Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
 Unit 6: Lesson 5 - The Analytical Essay
 Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
 Unit 6: Lesson 7 - Speeches
 Unit 6: Lesson 8 - Procedural Texts
 Unit 6: Lesson 9 - Work-Related Documents
 Unit 7: Lesson 1 - What is Bias?
 Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

PROFICIENCY
LEVEL

RI.9-
10.2.b.

Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

English II

Unit 2: Activity: Upload your Personal Narrative

Unit 2: Lesson 1 - Writing a Book Report

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

English II

- Unit 1: Lesson 6 - Analyzing a Nonfiction Text
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 6: Lesson 1 - Types and Purposes of Nonfiction
- Unit 6: Lesson 3 - Expository Texts
- Unit 6: Lesson 7 - Speeches
- Unit 10: Lesson 1 - Organization and Text Structure

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English II

- Unit 1: Lesson 1 - Basic Parts of Speech
- Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
- Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
- Unit 1: Lesson 4 - Introduction to Fiction
- Unit 1: Lesson 6 - Analyzing a Nonfiction Text
- Unit 1: Lesson 7 - Evaluating a Persuasive Essay
- Unit 1: Lesson 8 - Effective Writing Traits
- Unit 1: Lesson 9 - Writing a Persuasive Essay
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 2 - More Pronouns
- Unit 2: Lesson 3 - Verbals and Phrases
- Unit 2: Lesson 4 - Subordinate Clauses
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 2: Lesson 6 - Planning a Personal Narrative
- Unit 2: Lesson 7 - Drafting a Personal Narrative
- Unit 2: Lesson 8 - Revising a Personal Narrative
- Unit 2: Lesson 9 - Proofreading a Personal Narrative
- Unit 3: Lesson 1 - Using Context to Determine Meaning
- Unit 3: Lesson 2 - Using Context Clues in Literary Texts
- Unit 3: Lesson 3 - Greek and Latin Roots
- Unit 3: Lesson 4 - Prefixes
- Unit 3: Lesson 5 - Suffixes
- Unit 3: Lesson 6 - Using Reference Materials
- Unit 3: Lesson 7 - Word Relationships
- Unit 3: Lesson 8 - Denotations and Connotations
- Unit 3: Lesson 9 - Interpreting Figures of Speech
- Unit 3: Quiz 1
- Unit 4: Lesson 1 - Characteristics of Literary Texts
- Unit 4: Lesson 2 - Elements of Plot
- Unit 4: Lesson 3 - Characterization

Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
Unit 9: Lesson 7 - Introduction to "I Am Malala"
Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
Unit 10: Lesson 1 - Organization and Text Structure
Unit 10: Lesson 2 - Author's Voice and Tone
Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
Unit 10: Lesson 4 - Identifying Character Traits and Motives
Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
Unit 10: Lesson 6 - Making Inferences From Text Evidence
Unit 10: Lesson 7 - Identifying Details and Main Ideas
Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
Unit 10: Lesson 9 - Group Work and a Discussion Activity
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). English II Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 6: Lesson 3 - Expository Texts Unit 6: Quiz 2 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
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BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.6.	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. English II Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 6: Lesson 1 - Types and Purposes of Nonfiction Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 3 - Expository Texts Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.7.	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. English II Unit 7: Lesson 2 - Media Messages
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BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. English II Unit 1: Lesson 6 - Analyzing a Nonfiction Text Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 6: Lesson 3 - Expository Texts Unit 6: Quiz 2 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
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BENCHMARK / GRADE LEVEL INDICATOR	RI.9- 10.9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. English II Unit 6: Lesson 7 - Speeches
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

English II

Unit 2: Activity: Plan your Personal Narrative
Unit 2: Lesson 6 - Planning a Personal Narrative

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROFICIENCY LEVEL W.9-10.1.a. Establish a clear and thorough thesis to present an argument.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Quiz 1

PROFICIENCY LEVEL W.9-10.1.b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

English II

Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 3
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech

PROFICIENCY LEVEL	W.9-10.1.c.	<p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 7: Lesson 4 - Persuasive Texts Unit 7: Lesson 5 - Analyzing Persuasive Unit 7: Lesson 6 - Rhetorical and Logical Fallacies Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 2 Unit 7: Quiz 3 & Speech Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	W.9-10.1.d.	<p>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.</p> <p>English II Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 7: Lesson 8 - Crafting an Argumentative Essay</p>
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PROFICIENCY LEVEL	W.9-10.1.e.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>English II Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 7: Lesson 8 - Crafting an Argumentative Essay</p>
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PROFICIENCY LEVEL	W.9-10.1.f.	<p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>English II Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 7: Lesson 8 - Crafting an Argumentative Essay</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PROFICIENCY LEVEL	W.9-10.2.a.	<p>Establish a clear and thorough thesis to present information.</p> <p>English II Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative</p>
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Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
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English II

Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 8 - Effective Writing Traits
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 4 - Subordinate Clauses (Continued)
Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 6: Activity - Job Application
Unit 6: Lesson 9 - Work-Related Documents
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 2
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

PROFICIENCY LEVEL	W.9-10.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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English II

Unit 1: Lesson 8 - Effective Writing Traits
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 6: Activity - Job Application
Unit 6: Lesson 9 - Work-Related Documents
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

PROFICIENCY LEVEL	W.9-10.2.d.	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>English II</p> <p>Unit 1: Lesson 8 - Effective Writing Traits</p> <p>Unit 2: Activity: Draft your Personal Narrative</p> <p>Unit 2: Activity: Upload your Personal Narrative</p> <p>Unit 2: Lesson 1 - Writing a Book Report</p> <p>Unit 2: Lesson 5 - Sentence Structure Review</p> <p>Unit 2: Lesson 7 - Drafting a Personal Narrative</p> <p>Unit 2: Lesson 8 - Revising a Personal Narrative</p> <p>Unit 2: Lesson 9 - Proofreading a Personal Narrative</p> <p>Unit 6: Activity - Job Application</p> <p>Unit 6: Lesson 9 - Work-Related Documents</p> <p>Unit 8: Lesson 4 - Gathering Information</p> <p>Unit 8: Lesson 6 - Drafting a Research</p> <p>Unit 8: Lesson 7 - Revising, Editing, and Publishing</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Research Essay Project - Rough Draft</p> <p>Unit 9: Activity: Personal Essay</p> <p>Unit 10: Activity: Collaborative Group</p>
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PROFICIENCY LEVEL	W.9-10.2.e.	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>English II</p> <p>Unit 1: Lesson 9 - Writing a Persuasive Essay</p> <p>Unit 2: Activity: Draft your Personal Narrative</p> <p>Unit 2: Activity: Plan your Personal Narrative</p> <p>Unit 2: Activity: Upload your Personal Narrative</p> <p>Unit 2: Lesson 1 - Writing a Book Report</p> <p>Unit 2: Lesson 5 - Sentence Structure Review</p> <p>Unit 2: Lesson 6 - Planning a Personal Narrative</p> <p>Unit 2: Lesson 8 - Revising a Personal Narrative</p> <p>Unit 2: Lesson 9 - Proofreading a Personal Narrative</p> <p>Unit 3: Lesson 8 - Denotations and Connotations</p> <p>Unit 6: Activity - Job Application</p> <p>Unit 6: Lesson 8 - Procedural Texts</p> <p>Unit 6: Lesson 9 - Work-Related Documents</p> <p>Unit 6: Quiz 3</p> <p>Unit 7: Lesson 8 - Crafting an Argumentative Essay</p> <p>Unit 8: Lesson 1 - Introduction to Research</p> <p>Unit 8: Lesson 4 - Gathering Information</p> <p>Unit 8: Lesson 6 - Drafting a Research</p> <p>Unit 8: Lesson 7 - Revising, Editing, and Publishing</p> <p>Unit 8: Research Essay Project - Rough Draft</p> <p>Unit 9: Activity: Personal Essay</p> <p>Unit 10: Activity: Collaborative Group</p>
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PROFICIENCY LEVEL	W.9-10.2.f.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>English II</p> <p>Unit 1: Lesson 9 - Writing a Persuasive Essay</p> <p>Unit 7: Lesson 8 - Crafting an Argumentative Essay</p>
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PROFICIENCY LEVEL W.9-10.2.g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

English II

- Unit 2: Activity: Draft your Personal Narrative
- Unit 2: Activity: Plan your Personal Narrative
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 2: Lesson 6 - Planning a Personal Narrative
- Unit 2: Lesson 7 - Drafting a Personal Narrative
- Unit 2: Lesson 8 - Revising a Personal Narrative
- Unit 2: Lesson 9 - Proofreading a Personal Narrative
- Unit 6: Activity - Job Application
- Unit 6: Lesson 9 - Work-Related Documents
- Unit 8: Lesson 1 - Introduction to Research
- Unit 8: Lesson 4 - Gathering Information
- Unit 8: Lesson 6 - Drafting a Research
- Unit 8: Lesson 7 - Revising, Editing, and Publishing
- Unit 8: Quiz 2
- Unit 8: Research Essay Project - Rough Draft
- Unit 9: Activity: Personal Essay
- Unit 10: Activity: Collaborative Group

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PROFICIENCY LEVEL	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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English II

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 4: Activity - Draft a Poem
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 9: Activity: Personal Essay
Unit 10: Activity: Expressive Timed Writing

PROFICIENCY LEVEL	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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English II

Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Plan your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 5: Activity - Fictional Narrative Planning
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Developing Characters Activity
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 10: Activity: Expressive Timed Writing

PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. English II Unit 5: Activity - Fictional Narrative Planning Unit 5: Activity: Dialogue and Internal Monologue Unit 5: Activity: Script Writing Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 3 & Submission of Script
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PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. English II Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity - Fictional Narrative Planning Unit 5: Activity: Dialogue and Internal Monologue Unit 5: Activity: Script Writing Unit 5: Developing Characters Activity Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 3 - Creating and Developing Characters Unit 5: Lesson 4 - Establishing Point of View and Theme Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 1 Unit 5: Quiz 3 & Submission of Script Unit 10: Activity: Expressive Timed Writing
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PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. English II Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 5: Activity - Fictional Narrative Planning Unit 5: Activity: Dialogue and Internal Monologue Unit 5: Activity: Script Writing Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 1 Unit 5: Quiz 3 & Submission of Script
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 1: Lesson 8 - Effective Writing Traits Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 3 Unit 2: Activity: Draft your Personal Narrative Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 7 - Drafting a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 3: Lesson 1 - Using Context to Determine Meaning Unit 3: Lesson 2 - Using Context Clues in Literary Texts Unit 3: Lesson 6 - Using Reference Materials Unit 3: Lesson 9 - Interpreting Figures of Speech Unit 4: Activity - Draft a Poem Unit 4: Activity - Evidence Unit 4: Lesson 1 - Characteristics of Literary Texts Unit 4: Lesson 2 - Elements of Plot Unit 4: Lesson 3 - Characterization Unit 4: Lesson 4 - Sensory Language Unit 4: Lesson 5 - Figurative Language Unit 4: Lesson 6 - Tone, Mood, and Point of View Unit 4: Lesson 7 - Elements of Poetry Unit 4: Lesson 8 - Forms of Poetry Unit 5: Activity - Fictional Narrative Planning Unit 5: Activity: Dialogue and Internal Monologue Unit 5: Activity: Script Writing Unit 5: Developing Characters Activity Unit 5: Drafting Fictional Narrative Activity
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Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Activity - Literary Analysis Essay
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech
Unit 7: Quiz 2
Unit 7: Quiz 3 & Speech
Unit 8: Instructional Speech Activity
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 1
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay
Unit 10: Activity: Collaborative Group

BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.5.	<p>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 9–10.)</p> <p>English II</p> <p>Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity: Script Writing Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Research Essay Project - Plan & Brainstorm Unit 9: Activity: Personal Essay</p>
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BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	<p>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.</p> <p>English II</p> <p>Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English II

- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 2: Lesson 5 - Sentence Structure Review
- Unit 2: Quiz 1
- Unit 7: Lesson 7 - Preparing Persuasive
- Unit 8: Lesson 1 - Introduction to Research
- Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
- Unit 8: Lesson 4 - Gathering Information
- Unit 8: Lesson 5 - Organizing Information
- Unit 8: Lesson 6 - Drafting a Research
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Research Essay Activity - Thesis Statement & Outline
- Unit 8: Research Essay Project - Note Cards
- Unit 8: Research Essay Project - Plan & Brainstorm
- Unit 9: Activity: Personal Essay
- Unit 10: Activity: Collaborative Group
- Unit 10: Lesson 9 - Group Work and a Discussion Activity

BENCHMARK / GRADE LEVEL INDICATOR W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

English II

- Unit 1: Lesson 7 - Evaluating a Persuasive Essay
- Unit 1: Lesson 9 - Writing a Persuasive Essay
- Unit 2: Activity: Upload your Personal Narrative
- Unit 2: Lesson 1 - Writing a Book Report
- Unit 7: Lesson 7 - Preparing Persuasive
- Unit 7: Lesson 8 - Crafting an Argumentative Essay
- Unit 8: Lesson 1 - Introduction to Research
- Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
- Unit 8: Lesson 3 - Selecting Research Sources
- Unit 8: Lesson 4 - Gathering Information
- Unit 8: Lesson 5 - Organizing Information
- Unit 8: Lesson 6 - Drafting a Research
- Unit 8: Lesson 7 - Revising, Editing, and Publishing
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Research Essay Activity - Thesis Statement & Outline
- Unit 8: Research Essay Project - Note Cards
- Unit 8: Research Essay Project - Rough Draft
- Unit 9: Activity: Personal Essay
- Unit 10: Activity: Collaborative Group
- Unit 10: Lesson 9 - Group Work and a Discussion Activity

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL	W.9-10.9.a.	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to 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]”). English II Unit 1: Lesson 7 - Evaluating a Persuasive Essay Unit 9: Lesson 2 - “Antigone” by Sophocles Unit 9: Lesson 4 - Elizabethan Drama Unit 9: Quiz 1
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PROFICIENCY LEVEL	W.9-10.9.b.	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). English II Unit 2: Activity: Plan your Personal Narrative Unit 2: Lesson 6 - Planning a Personal Narrative
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. English II Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 2: Activity: Plan your Personal Narrative Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 6 - Planning a Personal Narrative Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 4: Activity - Draft a Poem Unit 5: Activity: Script Writing Unit 5: Lesson 1 - Elements of a Narrative Unit 5: Lesson 2 - Developing an Engaging Plot Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 5: Lesson 9 - Writing a Script Unit 5: Point of View and Theme Activity Unit 5: Quiz 3 & Submission of Script Unit 6: Lesson 5 - The Analytical Essay Unit 6: Lesson 6 - Writing an Analytical Essay (Draft) Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay Unit 7: Lesson 7 - Preparing Persuasive Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 1 - Introduction to Research Unit 8: Lesson 6 - Drafting a Research Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 8: Quiz 1 Unit 8: Research Essay Project - Rough Draft Unit 9: Activity: Personal Essay
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
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STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PROFICIENCY LEVEL SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

English II

Unit 8: Research Essay Project - Note Cards
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 9 - Group Work and a Discussion Activity

PROFICIENCY LEVEL SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

English II

Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 9 - Group Work and a Discussion Activity

PROFICIENCY LEVEL SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

English II

Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 8: Research Essay Project - Note Cards
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 9 - Group Work and a Discussion Activity

PROFICIENCY LEVEL SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

English II

Unit 7: Quiz 3 & Speech
 Unit 8: Research Essay Project - Note Cards
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 9 - Group Work and a Discussion Activity

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
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STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

English II

Unit 7: Lesson 2 - Media Messages
 Unit 8: Instructional Speech Activity

BENCHMARK / GRADE LEVEL INDICATOR	SL.9- 10.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. English II Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 7 - Speeches Unit 7: Quiz 3 & Speech Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. English II Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 8: Instructional Speech Activity Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation
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BENCHMARK / GRADE LEVEL INDICATOR	SL.9- 10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. English II Unit 7: Lesson 2 - Media Messages Unit 8: Lesson 8 - Preparing a Multimedia Presentation Unit 8: Lesson 9 - Presenting a Multimedia Presentation Unit 8: Quiz 3 - Multimedia Presentation
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BENCHMARK / GRADE LEVEL INDICATOR	SL.9- 10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) English II Unit 7: Lesson 9 - Preparing and Delivering and Persuasive Speech Unit 7: Quiz 3 & Speech Unit 10: Lesson 9 - Group Work and a Discussion Activity
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.9-10.1.a.	Use parallel structure. English II Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods Unit 1: Quiz 1 Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction Unit 6: Lesson 7 - Speeches Unit 6: Quiz 2 Unit 6: Quiz 3
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PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections Unit 1: Lesson 9 - Writing a Persuasive Essay Unit 1: Quiz 1 Unit 2: Activity: Upload your Personal Narrative Unit 2: Lesson 1 - Writing a Book Report Unit 2: Lesson 3 - Verbals and Phrases Unit 2: Lesson 4 - Subordinate Clauses Unit 2: Lesson 4 - Subordinate Clauses (Continued) Unit 2: Lesson 4 - Subordinate Clauses (Continued) - Answer Key Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 8 - Revising a Personal Narrative Unit 2: Lesson 9 - Proofreading a Personal Narrative Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 5: Drafting Fictional Narrative Activity Unit 5: Lesson 6 - Drafting a Narrative Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative Unit 7: Lesson 8 - Crafting an Argumentative Essay Unit 8: Lesson 7 - Revising, Editing, and Publishing Unit 9: Activity: Personal Essay
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. English II Unit 2: Lesson 5 - Sentence Structure Review Unit 2: Lesson 9 - Proofreading a Personal Narrative
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PROFICIENCY LEVEL	L.9-10.2.b.	Use a colon to introduce a list or quotation. English II Unit 2: Lesson 9 - Proofreading a Personal Narrative
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PROFICIENCY LEVEL L.9-10.2.c. Spell correctly.

English II
Unit 2: Lesson 9 - Proofreading a Personal Narrative

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

PROFICIENCY LEVEL L.9-10.3.a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

English II
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 2
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay

PROFICIENCY LEVEL L.9-10.3.b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

English II
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Lesson 7 - Revising, Editing, and Publishing
Unit 8: Quiz 2
Unit 8: Research Essay Project - Rough Draft
Unit 9: Activity: Personal Essay

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

English II
Unit 1: Lesson 1 - Basic Parts of Speech
Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
Unit 1: Lesson 4 - Introduction to Fiction
Unit 1: Lesson 5 - Analyzing a Fiction Text

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information

Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

PROFICIENCY LEVEL	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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English II

Unit 3: Lesson 6 - Using Reference Materials

PROFICIENCY LEVEL	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
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English II

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 2: Activity: Upload your Personal Narrative
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 3: Lesson 3 - Greek and Latin Roots
 Unit 3: Lesson 4 - Prefixes
 Unit 3: Lesson 5 - Suffixes
 Unit 3: Lesson 6 - Using Reference Materials
 Unit 3: Lesson 7 - Word Relationships
 Unit 3: Quiz 2
 Unit 8: Lesson 3 - Selecting Research Sources

PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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English II

Unit 1: Lesson 1 - Basic Parts of Speech
 Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
 Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
 Unit 1: Lesson 4 - Introduction to Fiction
 Unit 1: Lesson 5 - Analyzing a Fiction Text
 Unit 1: Lesson 6 - Analyzing a Nonfiction Text
 Unit 1: Lesson 7 - Evaluating a Persuasive Essay
 Unit 1: Lesson 8 - Effective Writing Traits
 Unit 1: Lesson 9 - Writing a Persuasive Essay
 Unit 1: Quiz 1
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Writing a Book Report
 Unit 2: Lesson 2 - More Pronouns
 Unit 2: Lesson 3 - Verbals and Phrases
 Unit 2: Lesson 4 - Subordinate Clauses

Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Quiz 2
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 7: Lesson 1 - What is Bias?
Unit 7: Lesson 2 - Media Messages
Unit 7: Lesson 3 - Analyzing Media Messages
Unit 7: Lesson 4 - Persuasive Texts
Unit 7: Lesson 5 - Analyzing Persuasive
Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
Unit 7: Lesson 7 - Preparing Persuasive
Unit 7: Lesson 8 - Crafting an Argumentative Essay
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Research
Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
Unit 8: Lesson 3 - Selecting Research Sources
Unit 8: Lesson 4 - Gathering Information
Unit 8: Lesson 5 - Organizing Information
Unit 8: Lesson 6 - Drafting a Research
Unit 8: Research Essay Activity - Thesis Statement & Outline
Unit 8: Research Essay Project - Note Cards
Unit 8: Research Essay Project - Plan & Brainstorm
Unit 9: Lesson 1 - Classical Greek Drama
Unit 9: Lesson 2 - "Antigone" by Sophocles
Unit 9: Lesson 3 - "Antigone", Continued
Unit 9: Lesson 4 - Elizabethan Drama
Unit 9: Lesson 5 - Modern Drama and Anton Chekhov

Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

English II

Unit 3: Lesson 9 - Interpreting Figures of Speech
 Unit 4: Activity - Draft a Poem
 Unit 4: Lesson 1 - Characteristics of Literary Texts
 Unit 4: Lesson 5 - Figurative Language
 Unit 4: Quiz 2
 Unit 4: Quiz 3 & Poem Final Draft
 Unit 5: Lesson 1 - Elements of a Narrative
 Unit 5: Lesson 6 - Drafting a Narrative
 Unit 6: Lesson 1 - Types and Purposes of Nonfiction
 Unit 6: Lesson 5 - The Analytical Essay

PROFICIENCY LEVEL L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.

English II

Unit 3: Lesson 8 - Denotations and Connotations
 Unit 6: Lesson 3 - Expository Texts
 Unit 7: Lesson 1 - What is Bias?

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR L.9-10.6. 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.

English II

Unit 1: Lesson 1 - Basic Parts of Speech
 Unit 1: Lesson 2 - Verb Tenses, Voices, and Moods
 Unit 1: Lesson 3 - Adverbs, Prepositions, Conjunctions, and Interjections
 Unit 1: Lesson 4 - Introduction to Fiction
 Unit 1: Lesson 5 - Analyzing a Fiction Text

Unit 1: Lesson 6 - Analyzing a Nonfiction Text
Unit 1: Lesson 7 - Evaluating a Persuasive Essay
Unit 1: Lesson 8 - Effective Writing Traits
Unit 1: Lesson 9 - Writing a Persuasive Essay
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Draft your Personal Narrative
Unit 2: Activity: Upload your Personal Narrative
Unit 2: Lesson 1 - Writing a Book Report
Unit 2: Lesson 2 - More Pronouns
Unit 2: Lesson 3 - Verbals and Phrases
Unit 2: Lesson 4 - Subordinate Clauses
Unit 2: Lesson 5 - Sentence Structure Review
Unit 2: Lesson 6 - Planning a Personal Narrative
Unit 2: Lesson 7 - Drafting a Personal Narrative
Unit 2: Lesson 8 - Revising a Personal Narrative
Unit 2: Lesson 9 - Proofreading a Personal Narrative
Unit 3: Lesson 1 - Using Context to Determine Meaning
Unit 3: Lesson 2 - Using Context Clues in Literary Texts
Unit 3: Lesson 3 - Greek and Latin Roots
Unit 3: Lesson 4 - Prefixes
Unit 3: Lesson 5 - Suffixes
Unit 3: Lesson 6 - Using Reference Materials
Unit 3: Lesson 7 - Word Relationships
Unit 3: Lesson 8 - Denotations and Connotations
Unit 3: Lesson 9 - Interpreting Figures of Speech
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Activity - Evidence
Unit 4: Lesson 1 - Characteristics of Literary Texts
Unit 4: Lesson 2 - Elements of Plot
Unit 4: Lesson 3 - Characterization
Unit 4: Lesson 4 - Sensory Language
Unit 4: Lesson 5 - Figurative Language
Unit 4: Lesson 6 - Tone, Mood, and Point of View
Unit 4: Lesson 7 - Elements of Poetry
Unit 4: Lesson 8 - Forms of Poetry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3 & Poem Final Draft
Unit 5: Activity: Dialogue and Internal Monologue
Unit 5: Activity: Script Writing
Unit 5: Drafting Fictional Narrative Activity
Unit 5: Lesson 1 - Elements of a Narrative
Unit 5: Lesson 2 - Developing an Engaging Plot
Unit 5: Lesson 3 - Creating and Developing Characters
Unit 5: Lesson 4 - Establishing Point of View and Theme
Unit 5: Lesson 5 - Using Narrative Techniques to Enhance the Plot
Unit 5: Lesson 6 - Drafting a Narrative
Unit 5: Lesson 7 - Revising, Editing, and Publishing a Narrative
Unit 5: Lesson 8 - Elements of a Script
Unit 5: Lesson 9 - Writing a Script
Unit 5: Point of View and Theme Activity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3 & Submission of Script
Unit 6: Activity - Job Application
Unit 6: Lesson 1 - Types and Purposes of Nonfiction
Unit 6: Lesson 2 - Rhetorical Devices in Nonfiction
Unit 6: Lesson 3 - Expository Texts
Unit 6: Lesson 4 - Summaries and Critiques of Literary and Expository Texts
Unit 6: Lesson 5 - The Analytical Essay
Unit 6: Lesson 6 - Writing an Analytical Essay (Draft)
Unit 6: Lesson 7 - Speeches
Unit 6: Lesson 8 - Procedural Texts
Unit 6: Lesson 9 - Work-Related Documents
Unit 6: Quiz 2
Unit 6: Quiz 2 & Submit Final Draft of Analytical Essay
Unit 7: Lesson 1 - What is Bias?

Unit 7: Lesson 2 - Media Messages
 Unit 7: Lesson 3 - Analyzing Media Messages
 Unit 7: Lesson 4 - Persuasive Texts
 Unit 7: Lesson 5 - Analyzing Persuasive
 Unit 7: Lesson 6 - Rhetorical and Logical Fallacies
 Unit 7: Lesson 7 - Preparing Persuasive
 Unit 7: Lesson 8 - Crafting an Argumentative Essay
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 8: Instructional Speech Activity
 Unit 8: Lesson 1 - Introduction to Research
 Unit 8: Lesson 2 - Developing a Plan, Choose a Topic, and Asking Questions
 Unit 8: Lesson 3 - Selecting Research Sources
 Unit 8: Lesson 4 - Gathering Information
 Unit 8: Lesson 5 - Organizing Information
 Unit 8: Lesson 6 - Drafting a Research
 Unit 8: Lesson 7 - Revising, Editing, and Publishing
 Unit 8: Research Essay Activity - Thesis Statement & Outline
 Unit 8: Research Essay Project - Note Cards
 Unit 8: Research Essay Project - Plan & Brainstorm
 Unit 8: Research Essay Project - Rough Draft
 Unit 9: Activity: Personal Essay
 Unit 9: Lesson 1 - Classical Greek Drama
 Unit 9: Lesson 2 - "Antigone" by Sophocles
 Unit 9: Lesson 3 - "Antigone", Continued
 Unit 9: Lesson 4 - Elizabethan Drama
 Unit 9: Lesson 5 - Modern Drama and Anton Chekhov
 Unit 9: Lesson 6 - "The Proposal," Continued
 Unit 9: Lesson 7 - Introduction to "I Am Malala"
 Unit 9: Lesson 8 - Cultural Setting of "I Am Malala"
 Unit 9: Lesson 9 - "I Am Malala" and a Personal Essay
 Unit 10: Activity: Collaborative Group
 Unit 10: Lesson 1 - Organization and Text Structure
 Unit 10: Lesson 2 - Author's Voice and Tone
 Unit 10: Lesson 3 - I Am Malala: Motifs and Theme
 Unit 10: Lesson 4 - Identifying Character Traits and Motives
 Unit 10: Lesson 5 - Pakistani Culture and Its Effects (Timed Freewriting)
 Unit 10: Lesson 6 - Making Inferences From Text Evidence
 Unit 10: Lesson 7 - Identifying Details and Main Ideas
 Unit 10: Lesson 8 - Comparing Sources: President Obama's Speech
 Unit 10: Lesson 9 - Group Work and a Discussion Activity
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Correlation Statistics Summary

State: Ohio Learning Standards								
Subject: Language Arts								
Grade: 10								
100% of the lowest level standards for this state/subject/grade were met by English II .								
0% of the lowest level standards for this state/subject/grade were <i>not</i> met by English II .								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	College and Career Readiness Anchor Standards for Reading	100%	0	10	10	499		
	KEY IDEAS AND DETAILS	100%	0	3	3	154		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	100%	0	1	1	15		
2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.	100%	0	1	1	101		
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	100%	0	1	1	38		

	CRAFT AND STRUCTURE	100%	0	3	3	128		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	100%	0	1	1	103		
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	100%	0	1	1	8		
6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.	100%	0	1	1	17		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	119		
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	100%	0	1	1	102		
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	100%	0	1	1	6		
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	100%	0	1	1	11		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	98		
10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.	100%	0	1	1	98		
	College and Career Readiness Anchor Standards for Writing	100%	0	10	10	295		
	TEXT TYPES AND PURPOSES	100%	0	3	3	102		
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	1	1	12		
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	1	1	68		
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	1	1	22		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	106		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	100%	0	1	1	79		
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	100%	0	1	1	24		
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	100%	0	1	1	3		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	3	3	59		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	100%	0	1	1	15		
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	100%	0	1	1	21		
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	1	1	23		
	RANGE OF WRITING	100%	0	1	1	28		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	28		
	College and Career Readiness Anchor Standards for Speaking and Listening	100%	0	6	6	124		
	COMPREHENSION AND COLLABORATION	100%	0	3	3	109		
1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	100%	0	1	1	5		
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	100%	0	1	1	102		
3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.	100%	0	1	1	2		

	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	15		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	100%	0	1	1	6		
5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	100%	0	1	1	4		
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	100%	0	1	1	5		
	College and Career Readiness Anchor Standards for Language	100%	0	6	6	339		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	2	2	5		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	1	1	4		
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	1	1	1		
	KNOWLEDGE OF LANGUAGE	100%	0	1	1	102		
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	1	1	102		
	VOCABULARY ACQUISITION AND USE	100%	0	3	3	232		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	100%	0	1	1	105		
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	1	1	9		
6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	100%	0	1	1	118		
	Reading Standards for Literature K–12	100%	0	10	10	231		
	KEY IDEAS AND DETAILS	100%	0	4	4	91		
RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	100%	0	1	1	27		
RL.9-10.2.	Analyze literary text development.	100%	0	2	2	36		
RL.9-10.2.a.	Determine a theme 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.	100%	0	1	1	34		
RL.9-10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.	100%	0	1	1	2		
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	100%	0	1	1	28		
	CRAFT AND STRUCTURE	100%	0	3	3	92		
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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	100%	0	1	1	49		
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.	100%	0	1	1	38		
RL.9-10.6.	Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	100%	0	1	1	5		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	2	2	12		
RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	100%	0	1	1	8		

RL.9-10.9.	Analyze how an author alludes to 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).	100%	0	1	1	4		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	36		
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.	100%	0	1	1	36		
	Reading Standards for Informational Text K–12	100%	0	11	11	318		
	KEY IDEAS AND DETAILS	100%	0	4	4	194		
RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	100%	0	1	1	94		
RI.9-10.2.	Analyze informational text development.	100%	0	2	2	93		
RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	100%	0	1	1	91		
RI.9-10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.	100%	0	1	1	2		
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	100%	0	1	1	7		
	CRAFT AND STRUCTURE	100%	0	3	3	114		
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	100%	0	1	1	94		
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	100%	0	1	1	6		
RI.9-10.6.	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	100%	0	1	1	14		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	8		
RI.9-10.7.	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.	100%	0	1	1	1		
RI.9-10.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	100%	0	1	1	6		
RI.9-10.9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	100%	0	1	1	1		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	2		
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	100%	0	1	1	2		
	Writing Standards K–12	100%	0	26	26	496		
	TEXT TYPES AND PURPOSES	100%	0	18	18	316		

W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	6	6	42		
W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.	100%	0	1	1	11		
W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	100%	0	1	1	11		
W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	100%	0	1	1	12		
W.9-10.1.d.	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.	100%	0	1	1	4		
W.9-10.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	2		
W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.	100%	0	1	1	2		
W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	7	7	173		
W.9-10.2.a.	Establish a clear and thorough thesis to present information.	100%	0	1	1	69		
W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.	100%	0	1	1	25		
W.9-10.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	100%	0	1	1	19		
W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	100%	0	1	1	17		
W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	100%	0	1	1	22		
W.9-10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	2		
W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	100%	0	1	1	19		
W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	5	5	101		
W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	100%	0	1	1	26		
W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	100%	0	1	1	23		
W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	100%	0	1	1	10		
W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	100%	0	1	1	24		
W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	100%	0	1	1	18		
PRODUCTION AND DISTRIBUTION OF WRITING		100%	0	3	3	107		
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	100%	0	1	1	79		

W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	100%	0	1	1	25		
W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	100%	0	1	1	3		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		100%	0	4	4	45		
W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	100%	0	1	1	18		
W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	100%	0	1	1	21		
W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	2	2	6		
W.9-10.9.a.	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author alludes to 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]").	100%	0	1	1	4		
W.9-10.9.b.	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	100%	0	1	1	2		
RANGE OF WRITING		100%	0	1	1	28		
W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	28		
Speaking and Listening Standards K–12		100%	0	9	9	32		
COMPREHENSION AND COLLABORATION		100%	0	6	6	19		
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	100%	0	4	4	13		
SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	100%	0	1	1	3		
SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	100%	0	1	1	2		
SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	100%	0	1	1	4		
SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	100%	0	1	1	4		
SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	100%	0	1	1	2		
SL.9-10.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	100%	0	1	1	4		
PRESENTATION OF KNOWLEDGE AND IDEAS		100%	0	3	3	13		

SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	100%	0	1	1	6		
SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	100%	0	1	1	4		
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	100%	0	1	1	3		
Language Standards K–12		100%	0	14	14	388		
CONVENTIONS OF STANDARD ENGLISH		100%	0	5	5	31		
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	2	2	27		
L.9-10.1.a.	Use parallel structure.	100%	0	1	1	7		
L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	100%	0	1	1	20		
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	3	3	4		
L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	100%	0	1	1	2		
L.9-10.2.b.	Use a colon to introduce a list or quotation.	100%	0	1	1	1		
L.9-10.2.c.	Spell correctly.	100%	0	1	1	1		
KNOWLEDGE OF LANGUAGE		100%	0	2	2	20		
L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	2	2	20		
L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	100%	0	1	1	10		
L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	100%	0	1	1	10		
VOCABULARY ACQUISITION AND USE		100%	0	7	7	337		
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	100%	0	4	4	206		
L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	100%	0	1	1	97		
L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	100%	0	1	1	1		
L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	100%	0	1	1	10		
L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	100%	0	1	1	98		
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	2	2	13		
L.9-10.5.a.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	100%	0	1	1	10		
L.9-10.5.b.	Analyze nuances in the meaning of words with similar denotations.	100%	0	1	1	3		

L.9-10.6.	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.	100%	0	1	1	118		
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Main Criteria: Ohio Learning Standards

Secondary Criteria: English III

Subject: Language Arts

Grade: 11

Correlation Options: Show All

Include Correlation Statistics

Ohio Learning Standards

Language Arts

Grade: **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Quiz 1
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 4: Quiz 2
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

English III

Unit 1: Lesson 1 - Recognize Elements of the English Language
Unit 1: Lesson 2 - Use Strategies for Learning New Words
Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 1: Lesson 4 - Paraphrase and Summarize
Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres

Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Watch or Listen to War of the Worlds
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 7: Quiz 2
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions

Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 2

BENCHMARK /
 GRADE LEVEL
 INDICATOR

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 1: Lesson 4 - Paraphrase and Summarize
 Unit 1: Lesson 5 - Compare Ideas Across Genres
 Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 4: Activity: Watch or Listen to War of the Worlds
 Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
 Unit 4: Lesson 2 - Analyze Character Development
 Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
 Unit 4: Lesson 4 - Analyze Plot and Character Interactions
 Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
 Unit 4: Lesson 6 - Evaluate Advancement of the Plot
 Unit 4: Lesson 9 - Identify and Analyze Allegory
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
 Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
 Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
 Unit 6: Lesson 5 - Analyze Text Structures in Drama
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK /
 GRADE LEVEL
 INDICATOR

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

English III

Unit 1: Lesson 1 - Recognize Elements of the English Language
 Unit 1: Lesson 2 - Use Strategies for Learning New Words
 Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 1: Lesson 4 - Paraphrase and Summarize
 Unit 1: Lesson 5 - Compare Ideas Across Genres
 Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
 Unit 1: Lesson 7 - Evaluate an Author's Claims

Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Watch or Listen to War of the Worlds
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 1
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail

Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 9: Quiz 3
 Unit 10: Activity: Write a Rhetorical Analysis
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK /
 GRADE LEVEL
 INDICATOR

5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
 Unit 4: Lesson 4 - Analyze Plot and Character Interactions
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
 Unit 7: Lesson 4 - Evaluate Ideas and Structures

BENCHMARK /
 GRADE LEVEL
 INDICATOR

6.

Assess how point of view, perspective, or purpose shapes the content and style of a text.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 1: Lesson 8 - Analyze Author's Tone
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
 Unit 2: Quiz 1
 Unit 4: Activity: Watch or Listen to War of the Worlds
 Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
 Unit 4: Lesson 2 - Analyze Character Development
 Unit 4: Lesson 4 - Analyze Plot and Character Interactions
 Unit 4: Lesson 6 - Evaluate Advancement of the Plot
 Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
 Unit 4: Lesson 9 - Identify and Analyze Allegory
 Unit 4: Quiz 2
 Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
 Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
 Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
 Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
 Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
 Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
 Unit 7: Lesson 8 - Analyze Motives in a Detective Story

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 5 - Compare Ideas Across Genres
- Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
- Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
- Unit 3: Lesson 4 - Analyze and Write Expository Texts
- Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
- Unit 3: Lesson 6 - Analyze Persuasive Devices
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 8 - Use New Vocabulary in Context
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 5: Lesson 1 - Recall Ideas in Literary Movements
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Lesson 9 - Revise and Edit a Draft
- Unit 5: Quiz 3
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
- Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
- Unit 6: Lesson 5 - Analyze Text Structures in Drama
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
- Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
- Unit 7: Lesson 4 - Evaluate Ideas and Structures
- Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
- Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
- Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 7: Lesson 9 - Write a Script
- Unit 8 : Argumentative Research Paper - Brainstorming for Ideas

Unit 8 : Argumentative Research Paper - Preliminary Outline
 Unit 8 : Argumentative Research Paper - Refining your Major Research Question
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
 Unit 8 : Lesson 3 - Research and Organize Information
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 8 : Quiz 1
 Unit 9: Activity - Research Contract/Agreement
 Unit 9: Activity: Resumé and Cover Letter
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze “The American Newspaper”
 Unit 10: Lesson 8 - Summarize and Analyze “The American Newspaper” (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR	8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<p><u>English III</u> Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary</p>		
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p><u>English III</u> Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 2: Quiz 1 Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes Unit 6: Quiz 2 Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis</p>		
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

English III

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 Unit 1: Lesson 5 - Compare Ideas Across Genres
 Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
 Unit 1: Lesson 7 - Evaluate an Author's Claims
 Unit 1: Lesson 8 - Analyze Author's Tone
 Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
 Unit 2: Lesson 3 - Make Inferences About Main Ideas
 Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
 Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
 Unit 2: Lesson 8 - Edit for Standard English Conventions
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
 Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
 Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
 Unit 3: Lesson 6 - Analyze Persuasive Devices
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 2 - Analyze Character Development
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 Unit 5: Lesson 6 - Analyze Modern American Poetry
 Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
 Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
 Unit 5: Lesson 9 - Revise and Edit a Draft
 Unit 5: Quiz 3
 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
 Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
 Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
 Unit 6: Lesson 5 - Analyze Text Structures in Drama
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
 Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
 Unit 7: Lesson 4 - Evaluate Ideas and Structures
 Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
 Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
 Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
 Unit 7: Lesson 8 - Analyze Motives in a Detective Story
 Unit 7: Lesson 9 - Write a Script
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion

Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
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 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

English III

Unit 1: Lesson 7 - Evaluate an Author's Claims
 Unit 1: Quiz 3
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
 Unit 3: Lesson 6 - Analyze Persuasive Devices
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
 Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
 Unit 8 : Argumentative Research Paper - Outline and Rough Draft
 Unit 8 : Argumentative Research Paper - Preliminary Outline
 Unit 8 : Argumentative Research Paper - Write Final Draft
 Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
 Unit 8 : Lesson 3 - Research and Organize Information
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
 Unit 8 : Quiz 1
 Unit 10: Activity: Create and Present a Multimedia Project

BENCHMARK / GRADE LEVEL INDICATOR 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 1: Lesson 4 - Paraphrase and Summarize
 Unit 1: Lesson 5 - Compare Ideas Across Genres
 Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
 Unit 1: Lesson 7 - Evaluate an Author's Claims
 Unit 1: Lesson 8 - Analyze Author's Tone
 Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects

Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 1
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
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Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Quotations with Commentary
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 10: Activity: Create and Present a Multimedia Project
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
Unit 10: Lesson 6 - Analyze Media Forms
Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR	3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>English III Unit 2: Activity: Peer-Review Unit 2: Lesson 6 - Write a Narrative (Project) Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review Unit 2: Quiz 2 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>English III Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 1: Quiz 3 Unit 2: Activity: Peer-Review Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres Unit 2: Lesson 2 - Distinguish Points of View and Their Effects Unit 2: Lesson 3 - Make Inferences About Main Ideas Unit 2: Lesson 6 - Write a Narrative (Project) Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review Unit 2: Quiz 2 Unit 3: ACTIVITY: TIMED WRITING Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 3 - Synthesize Ideas From Different Sources Unit 3: Lesson 4 - Analyze and Write Expository Texts Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization Unit 3: Quiz 1 Unit 3: Quiz 3 Unit 4: Activity: Watch or Listen to War of the Worlds Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 4: Lesson 8 - Use New Vocabulary in Context Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Lesson 9 - Revise and Edit a Draft Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof" Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof" Unit 6: Lesson 4 - Analyze Historical Setting and Character Development Unit 6: Lesson 5 - Analyze Text Structures in Drama Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes</p>
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Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Activity: Write a Rough Draft of a One-act Script
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
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Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Outline and Rough Draft
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Quotations with Commentary
Unit 8 : Argumentative Research Paper - Write Final Draft
Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 8 : Quiz 1
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Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Activity: Create and Present a Multimedia Project
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
Unit 10: Lesson 6 - Analyze Media Forms
Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR	5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>English III</p> <p>Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 6 - Write a Narrative (Project) Unit 2: Lesson 8 - Edit for Standard English Conventions Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review Unit 3: Lesson 8 - Practice Editing and More Punctuation Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Lesson 9 - Revise and Edit a Draft Unit 8 : Argumentative Research Paper - Brainstorming for Ideas Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources Unit 8 : Lesson 3 - Research and Organize Information Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 1 Unit 8 : Quiz 2 Unit 9: Activity: Resumé and Cover Letter Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 9: Quiz 1 Unit 10: Activity: Write a Rhetorical Analysis Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills</p>
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BENCHMARK / GRADE LEVEL INDICATOR	6.	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>English III</p> <p>Unit 8 : Argumentative Research Paper - Preliminary Outline Unit 8 : Lesson 3 - Research and Organize Information Unit 9: Activity: Resumé and Cover Letter</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK /
GRADE LEVEL
INDICATOR

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
Unit 8 : Argumentative Research Paper - Outline and Rough Draft
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Preliminary Outline
Unit 8 : Argumentative Research Paper - Refining your Major Research Question
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 9: Quiz 1
Unit 9: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

English III

Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Quiz 1
Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Preliminary Outline
Unit 8 : Argumentative Research Paper - Quotations with Commentary
Unit 8 : Argumentative Research Paper - Refining your Major Research Question
Unit 8 : Argumentative Research Paper - Write Final Draft
Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Create and Present a Multimedia Project

BENCHMARK / GRADE LEVEL INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English III

- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
- Unit 3: Lesson 4 - Analyze and Write Expository Texts
- Unit 3: Quiz 1
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
- Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
- Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
- Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
- Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
- Unit 8 : Argumentative Research Paper - Preliminary Outline
- Unit 8 : Argumentative Research Paper - Quotations with Commentary
- Unit 8 : Argumentative Research Paper - Refining your Major Research Question
- Unit 8 : Argumentative Research Paper - Write Final Draft
- Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
- Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
- Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
- Unit 8 : Lesson 3 - Research and Organize Information
- Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
- Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
- Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
- Unit 8 : Quiz 1
- Unit 8 : Quiz 3
- Unit 9: Activity - Research Contract/Agreement
- Unit 9: Activity: Resumé and Cover Letter
- Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
- Unit 9: Lesson 3 - Interpret Contracts and Transactions
- Unit 9: Lesson 5 - Evaluate Graphic Elements
- Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
- Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
- Unit 9: Lesson 9 - Preparing for a Career
- Unit 9: Quiz 1
- Unit 9: Quiz 3
- Unit 10: Activity: Write a Rhetorical Analysis
- Unit 10: Lesson 1 - Evaluate Elements in Different Media
- Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
- Unit 10: Lesson 6 - Analyze Media Forms

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English III

- Unit 1: Lesson 5 - Compare Ideas Across Genres
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review
- Unit 3: ACTIVITY: TIMED WRITING
- Unit 3: Lesson 6 - Analyze Persuasive Devices
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 3: Lesson 8 - Practice Editing and More Punctuation
- Unit 5: Lesson 9 - Revise and Edit a Draft
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
- Unit 8 : Argumentative Research Paper - Write Final Draft
- Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
- Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
- Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
- Unit 8 : Quiz 1
- Unit 8 : Quiz 2
- Unit 9: Activity: Resumé and Cover Letter
- Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
- Unit 9: Lesson 5 - Evaluate Graphic Elements
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 10: Activity: Write a Rhetorical Analysis
- Unit 10: Lesson 2 - Practice Discussion and Listening Skills

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

English III

- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 4: Activity: Watch or Listen to War of the Worlds
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
- Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
- Unit 9: Lesson 9 - Preparing for a Career
- Unit 9: Quiz 3
- Unit 10: Activity: Create and Present a Multimedia Project
- Unit 10: Lesson 2 - Practice Discussion and Listening Skills
- Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills

BENCHMARK / GRADE LEVEL INDICATOR 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize

Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
Unit 8 : Argumentative Research Paper - Preliminary Outline
Unit 8 : Argumentative Research Paper - Refining your Major Research Question
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence

Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 8 : Quiz 1
 Unit 9: Activity - Research Contract/Agreement
 Unit 9: Activity: Resumé and Cover Letter
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR 3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

English III

Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
 Unit 10: Activity: Create and Present a Multimedia Project
 Unit 10: Activity: Listening to Procedures
 Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

English III

Unit 10: Activity: Create and Present a Multimedia Project
 Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills

BENCHMARK / GRADE LEVEL INDICATOR 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English III

Unit 10: Activity: Create and Present a Multimedia Project
 Unit 10: Lesson 6 - Analyze Media Forms

BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. English III Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Create and Present a Multimedia Project
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. English III Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Activity: Peer-Review Unit 4: Lesson 8 - Use New Vocabulary in Context Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Lesson 2 - Practice Discussion and Listening Skills
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. English III Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Activity: Peer-Review Unit 2: Lesson 6 - Write a Narrative (Project) Unit 2: Lesson 8 - Edit for Standard English Conventions Unit 5: Lesson 9 - Revise and Edit a Draft Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. English III Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
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Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates

- Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
- Unit 10: Lesson 6 - Analyze Media Forms
- Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
- Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
- Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE

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4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 5 - Compare Ideas Across Genres
- Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
- Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
- Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
- Unit 3: Lesson 4 - Analyze and Write Expository Texts
- Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
- Unit 3: Lesson 6 - Analyze Persuasive Devices
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 8 - Use New Vocabulary in Context
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 4: Quiz 1
- Unit 4: Quiz 2
- Unit 4: Quiz 3
- Unit 5: Lesson 1 - Recall Ideas in Literary Movements
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism

Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 8 : Quiz 2
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
Unit 10: Lesson 6 - Analyze Media Forms
Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

BENCHMARK / 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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English III

Unit 1: Lesson 1 - Recognize Elements of the English Language
Unit 1: Lesson 2 - Use Strategies for Learning New Words
Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Quiz 1
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Quiz 1
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Quiz 3

BENCHMARK / 6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient
GRADE LEVEL for reading, writing, speaking, and listening at the college and career readiness level; demonstrate
INDICATOR independence in gathering vocabulary knowledge when encountering an unknown term important to
comprehension or expression.

English III

Unit 1: Lesson 1 - Recognize Elements of the English Language
Unit 1: Lesson 2 - Use Strategies for Learning New Words
Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 1: Lesson 4 - Paraphrase and Summarize
Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Peer-Review
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing

Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Activity: Write a Rough Draft of a One-act Script
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 8 : Quiz 2
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 9: Quiz 1
Unit 9: Quiz 2

Unit 9: Quiz 3
 Unit 10: Activity: Create and Present a Multimedia Project
 Unit 10: Activity: Listening to Procedures
 Unit 10: Activity: Write a Rhetorical Analysis
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.11-12.1. 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

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Quiz 1
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 1
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 4: Quiz 2
- Unit 5: Lesson 1 - Recall Ideas in Literary Movements
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
- Unit 6: Lesson 5 - Analyze Text Structures in Drama
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
- Unit 7: Lesson 4 - Evaluate Ideas and Structures
- Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
- Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
- Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 7: Lesson 9 - Write a Script

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
English III		
Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills		
Unit 1: Lesson 4 - Paraphrase and Summarize		
Unit 4: Activity: Watch or Listen to War of the Worlds		
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction		
Unit 4: Lesson 2 - Analyze Character Development		
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"		
Unit 4: Lesson 4 - Analyze Plot and Character Interactions		
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas		
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions		
Unit 4: Lesson 9 - Identify and Analyze Allegory		
Unit 4: Quiz 1		
Unit 4: Quiz 2		
Unit 5: Lesson 1 - Recall Ideas in Literary Movements		
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry		
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary		
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism		
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism		
Unit 5: Lesson 6 - Analyze Modern American Poetry		
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)		
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods		
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development		
Unit 6: Lesson 5 - Analyze Text Structures in Drama		
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes		
Unit 6: Lesson 7 - Analyze Devices of Comedy		
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences		
Unit 6: Quiz 2		
Unit 6: Quiz 3		
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction		
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"		
Unit 7: Lesson 4 - Evaluate Ideas and Structures		
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas		
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story		
Unit 7: Quiz 2		

PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
English III		
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"		
Unit 4: Lesson 4 - Analyze Plot and Character Interactions		
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas		
Unit 4: Lesson 9 - Identify and Analyze Allegory		
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction		

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

BENCHMARK / GRADE LEVEL INDICATOR RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

English III

- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
- Unit 2: Quiz 1
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 4: Activity: Watch or Listen to War of the Worlds
- Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 4: Quiz 1
- Unit 4: Quiz 2
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Quiz 2
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
- Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
- Unit 6: Lesson 5 - Analyze Text Structures in Drama
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 4 - Evaluate Ideas and Structures
- Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Quiz 1
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 1
- Unit 4: Activity: Watch or Listen to War of the Worlds
- Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Quiz 1
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 5 - Analyze Text Structures in Drama
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
- Unit 7: Lesson 4 - Evaluate Ideas and Structures
- Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
- Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
- Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 7: Lesson 9 - Write a Script
- Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
- Unit 10: Activity: Write a Rhetorical Analysis
- Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills

Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres

Unit 4: Activity: Watch or Listen to War of the Worlds

Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction

Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"

Unit 4: Lesson 4 - Analyze Plot and Character Interactions

Unit 4: Lesson 6 - Evaluate Advancement of the Plot

Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions

Unit 4: Lesson 9 - Identify and Analyze Allegory

Unit 4: Quiz 1

Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods

Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"

Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"

Unit 6: Lesson 4 - Analyze Historical Setting and Character Development

Unit 6: Lesson 7 - Analyze Devices of Comedy

Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction

Unit 7: Lesson 4 - Evaluate Ideas and Structures

Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.6.	Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.
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English III

- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 4: Activity: Watch or Listen to War of the Worlds
- Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 4: Quiz 2
- Unit 4: Quiz 3
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
- Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
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English III

- Unit 4: Activity: Watch or Listen to War of the Worlds
- Unit 5: Lesson 1 - Recall Ideas in Literary Movements
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
- Unit 6: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.8.	(Not applicable to literature) No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics. English III Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction Unit 4: Lesson 2 - Analyze Character Development Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 5: Quiz 2 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes Unit 6: Quiz 2 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
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English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
- Unit 4: Lesson 4 - Analyze Plot and Character Interactions
- Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
- Unit 4: Lesson 9 - Identify and Analyze Allegory
- Unit 4: Quiz 1
- Unit 5: Lesson 1 - Recall Ideas in Literary Movements
- Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
- Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
- Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 5: Lesson 6 - Analyze Modern American Poetry
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Quiz 2
- Unit 6: Lesson 5 - Analyze Text Structures in Drama
- Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
- Unit 6: Lesson 7 - Analyze Devices of Comedy
- Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
- Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
- Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
- Unit 7: Lesson 4 - Evaluate Ideas and Structures
- Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
- Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
- Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 7: Lesson 9 - Write a Script
- Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.1.	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.
		<p><u>English III</u></p> <ul style="list-style-type: none"> Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
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Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
Unit 2: Quiz 1
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
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Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates

Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.2.	Analyze informational text development.

PROFICIENCY LEVEL RI.11-12.2.a. 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.

English III

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 Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
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 Unit 1: Lesson 5 - Compare Ideas Across Genres
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 Unit 1: Lesson 7 - Evaluate an Author's Claims
 Unit 1: Lesson 8 - Analyze Author's Tone
 Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
 Unit 2: Lesson 3 - Make Inferences About Main Ideas
 Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
 Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
 Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
 Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
 Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
 Unit 3: Lesson 6 - Analyze Persuasive Devices
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
 Unit 3: Quiz 2
 Unit 3: Quiz 3
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 Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
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 Unit 4: Lesson 9 - Identify and Analyze Allegory
 Unit 5: Lesson 1 - Recall Ideas in Literary Movements
 Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
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 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"

Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
 Unit 6: Lesson 5 - Analyze Text Structures in Drama
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
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 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
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 Unit 10: Lesson 1 - Evaluate Elements in Different Media
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 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

RI.11-
12.2.b.

Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

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 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.3. 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.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the

English III

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 Unit 1: Quiz 2
 Unit 1: Quiz 3
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 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
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 Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
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 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
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 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
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 Unit 9: Lesson 5 - Evaluate Graphic Elements
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Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 9: Quiz 3
 Unit 10: Activity: Write a Rhetorical Analysis
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.5 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.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.6 Determine an author's perspective 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.

English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
 Unit 1: Lesson 4 - Paraphrase and Summarize
 Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
 Unit 1: Lesson 7 - Evaluate an Author's Claims
 Unit 1: Lesson 8 - Analyze Author's Tone
 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
 Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
 Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
 Unit 3: Quiz 3
 Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 10: Activity: Write a Rhetorical Analysis
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 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
		<p><u>English III</u></p> <p>Unit 1: Lesson 8 - Analyze Author's Tone Unit 2: Lesson 2 - Distinguish Points of View and Their Effects Unit 2: Lesson 4 - Analyze Figurative Language and Imagery Unit 2: Quiz 1 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 3 - Synthesize Ideas From Different Sources Unit 3: Lesson 4 - Analyze and Write Expository Texts Unit 3: Quiz 1 Unit 8 : Argumentative Research Paper - Brainstorming for Ideas Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary Unit 8 : Argumentative Research Paper - Paraphrasing and Sources Unit 8 : Argumentative Research Paper - Preliminary Outline Unit 8 : Argumentative Research Paper - Quotations with Commentary Unit 8 : Argumentative Research Paper - Refining your Major Research Question Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources Unit 8 : Lesson 3 - Research and Organize Information Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 1 Unit 8 : Quiz 2 Unit 9: Activity - Research Contract/Agreement Unit 9: Activity: Resumé and Cover Letter Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 9: Lesson 3 - Interpret Contracts and Transactions Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay Unit 9: Lesson 9 - Preparing for a Career Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis</p>
BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.8.	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
		<p><u>English III</u></p> <p>Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Quiz 2 Unit 1: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
		<p><u>English III</u></p> <p>Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Quiz 2 Unit 1: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

English III

Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROFICIENCY LEVEL W.11-12.1.a. Establish a clear and thorough thesis to present a complex argument.

English III

Unit 1: Lesson 7 - Evaluate an Author's Claims

Unit 1: Quiz 3

Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)

Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays

Unit 3: Lesson 6 - Analyze Persuasive Devices

Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing

Unit 3: Quiz 1

Unit 8 : Argumentative Research Paper - Brainstorming for Ideas

Unit 8 : Argumentative Research Paper - Final Revisions after Feedback

Unit 8 : Argumentative Research Paper - Outline and Rough Draft

Unit 8 : Argumentative Research Paper - Write Final Draft

Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion

Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper

Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources

Unit 8 : Lesson 3 - Research and Organize Information

Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence

Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft

Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion

Unit 10: Activity: Create and Present a Multimedia Project

PROFICIENCY LEVEL	W.11-12.1.b.	<p>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.</p> <p>English III</p> <p>Unit 1: Lesson 7 - Evaluate an Author's Claims</p> <p>Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)</p> <p>Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays</p> <p>Unit 3: Lesson 6 - Analyze Persuasive Devices</p> <p>Unit 3: Quiz 2</p> <p>Unit 8 : Argumentative Research Paper - Brainstorming for Ideas</p> <p>Unit 8 : Argumentative Research Paper - Final Revisions after Feedback</p> <p>Unit 8 : Argumentative Research Paper - Outline and Rough Draft</p> <p>Unit 8 : Argumentative Research Paper - Preliminary Outline</p> <p>Unit 8 : Argumentative Research Paper - Write Final Draft</p> <p>Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion</p> <p>Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper</p> <p>Unit 8 : Lesson 3 - Research and Organize Information</p> <p>Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence</p> <p>Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft</p> <p>Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion</p> <p>Unit 8 : Quiz 1</p> <p>Unit 8 : Quiz 3</p> <p>Unit 10: Activity: Create and Present a Multimedia Project</p>
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PROFICIENCY LEVEL	W.11-12.1.c.	<p>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.</p> <p>English III</p> <p>Unit 1: Lesson 7 - Evaluate an Author's Claims</p> <p>Unit 1: Quiz 3</p> <p>Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)</p> <p>Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays</p> <p>Unit 3: Lesson 6 - Analyze Persuasive Devices</p> <p>Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing</p> <p>Unit 3: Quiz 1</p> <p>Unit 3: Quiz 2</p> <p>Unit 8 : Argumentative Research Paper - Brainstorming for Ideas</p> <p>Unit 8 : Argumentative Research Paper - Final Revisions after Feedback</p> <p>Unit 8 : Argumentative Research Paper - Outline and Rough Draft</p> <p>Unit 8 : Argumentative Research Paper - Preliminary Outline</p> <p>Unit 8 : Argumentative Research Paper - Write Final Draft</p> <p>Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion</p> <p>Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper</p> <p>Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources</p> <p>Unit 8 : Lesson 3 - Research and Organize Information</p> <p>Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence</p> <p>Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft</p> <p>Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion</p> <p>Unit 8 : Quiz 1</p> <p>Unit 10: Activity: Create and Present a Multimedia Project</p>
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PROFICIENCY LEVEL	W.11-12.1.d.	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. English III Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Outline and Rough Draft Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 2
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PROFICIENCY LEVEL	W.11-12.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. English III Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Outline and Rough Draft Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper Unit 8 : Lesson 3 - Research and Organize Information Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 1 Unit 8 : Quiz 2
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PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. English III Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 3: Quiz 2 Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Outline and Rough Draft Unit 8 : Argumentative Research Paper - Preliminary Outline Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information. English III Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres
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Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Quiz 1
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Quotations with Commentary
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 10: Activity: Create and Present a Multimedia Project
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
Unit 10: Lesson 6 - Analyze Media Forms
Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
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English III

Unit 1: Lesson 4 - Paraphrase and Summarize
Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Activity: Write a Rough Draft of a One-act Script
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Quiz 3
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis

PROFICIENCY LEVEL	W.11-12.2.c.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>English III</p> <p>Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 6 - Write a Narrative (Project) Unit 3: ACTIVITY: TIMED WRITING Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 4 - Analyze and Write Expository Texts Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Lesson 9 - Revise and Edit a Draft Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof" Unit 6: Lesson 4 - Analyze Historical Setting and Character Development Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes Unit 6: Lesson 7 - Analyze Devices of Comedy Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story Unit 7: Lesson 7 - Analyze Evidence in a Detective Story Unit 7: Lesson 8 - Analyze Motives in a Detective Story Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 9: Activity - Research Contract/Agreement Unit 9: Activity: Resumé and Cover Letter Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay Unit 10: Activity: Listening to Procedures Unit 10: Activity: Write a Rhetorical Analysis Unit 10: Lesson 1 - Evaluate Elements in Different Media Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis</p>
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PROFICIENCY LEVEL	W.11-12.2.d.	<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>English III</p> <p>Unit 3: ACTIVITY: TIMED WRITING Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Lesson 9 - Revise and Edit a Draft Unit 5: Quiz 3 Unit 9: Lesson 5 - Evaluate Graphic Elements</p>
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PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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English III

Unit 1: Lesson 4 - Paraphrase and Summarize
Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 2: Activity: Peer-Review
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Outline and Rough Draft
Unit 8 : Argumentative Research Paper - Write Final Draft
Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 8 : Quiz 2
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis

PROFICIENCY LEVEL	W.11-12.2.f.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>English III</p> <p>Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Outline and Rough Draft Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper Unit 8 : Lesson 3 - Research and Organize Information Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 8 : Quiz 1 Unit 8 : Quiz 2</p>
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PROFICIENCY LEVEL	W.11-12.2.g.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>English III</p> <p>Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 6 - Write a Narrative (Project) Unit 3: ACTIVITY: TIMED WRITING Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 4 - Analyze and Write Expository Texts Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Lesson 9 - Revise and Edit a Draft Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof" Unit 6: Lesson 4 - Analyze Historical Setting and Character Development Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes Unit 6: Lesson 7 - Analyze Devices of Comedy Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story Unit 7: Lesson 7 - Analyze Evidence in a Detective Story Unit 7: Lesson 8 - Analyze Motives in a Detective Story Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 9: Activity - Research Contract/Agreement Unit 9: Activity: Resumé and Cover Letter Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay Unit 10: Activity: Listening to Procedures Unit 10: Activity: Write a Rhetorical Analysis Unit 10: Lesson 1 - Evaluate Elements in Different Media Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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PROFICIENCY LEVEL W.11-12.3.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.

English III

- Unit 2: Activity: Peer-Review
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 2: Quiz 2
- Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Lesson 9 - Revise and Edit a Draft
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 7: Quiz 3
- Unit 8 : Argumentative Research Paper - Outline and Rough Draft
- Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft

PROFICIENCY LEVEL W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

English III

- Unit 2: Activity: Peer-Review
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 3
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 7: Quiz 3

PROFICIENCY LEVEL W.11-12.3.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).

English III

- Unit 2: Activity: Peer-Review
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 2: Quiz 2
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 7: Quiz 3

PROFICIENCY LEVEL W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

English III

- Unit 2: Activity: Peer-Review
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 4: Lesson 6 - Evaluate Advancement of the Plot
- Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 7: Quiz 3

PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. English III Unit 2: Activity: Peer-Review Unit 2: Lesson 6 - Write a Narrative (Project) Unit 2: Quiz 2 Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 7: Activity: Write a Rough Draft of a One-act Script Unit 7: Lesson 9 - Write a Script Unit 7: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 1: Lesson 4 - Paraphrase and Summarize
Unit 1: Lesson 5 - Compare Ideas Across Genres
Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
Unit 1: Lesson 7 - Evaluate an Author's Claims
Unit 1: Lesson 8 - Analyze Author's Tone
Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
Unit 1: Quiz 3
Unit 2: Activity: Peer-Review
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review
Unit 2: Quiz 2
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 1
Unit 3: Quiz 3
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
Unit 6: Lesson 5 - Analyze Text Structures in Drama
Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work

Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Activity: Write a Rough Draft of a One-act Script
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 7: Lesson 9 - Write a Script
Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
Unit 8 : Argumentative Research Paper - Outline and Rough Draft
Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
Unit 8 : Argumentative Research Paper - Quotations with Commentary
Unit 8 : Argumentative Research Paper - Write Final Draft
Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
Unit 8 : Quiz 1
Unit 8 : Quiz 2
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 4 - Analyze a Procedural Document and Formatting
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Activity: Create and Present a Multimedia Project
Unit 10: Activity: Listening to Procedures
Unit 10: Activity: Write a Rhetorical Analysis
Unit 10: Lesson 1 - Evaluate Elements in Different Media
Unit 10: Lesson 2 - Practice Discussion and Listening Skills
Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
Unit 10: Lesson 6 - Analyze Media Forms
Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

BENCHMARK / GRADE LEVEL INDICATOR W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

English III

- Unit 1: Lesson 5 - Compare Ideas Across Genres
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review
- Unit 3: Lesson 8 - Practice Editing and More Punctuation
- Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Lesson 9 - Revise and Edit a Draft
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 7: Activity: Write a Rough Draft of a One-act Script
- Unit 7: Lesson 9 - Write a Script
- Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
- Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
- Unit 8 : Argumentative Research Paper - Write Final Draft
- Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
- Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
- Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
- Unit 8 : Lesson 3 - Research and Organize Information
- Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
- Unit 8 : Quiz 1
- Unit 8 : Quiz 2
- Unit 9: Activity: Resumé and Cover Letter
- Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
- Unit 9: Lesson 5 - Evaluate Graphic Elements
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 10: Activity: Write a Rhetorical Analysis
- Unit 10: Lesson 2 - Practice Discussion and Listening Skills
- Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills

BENCHMARK / GRADE LEVEL INDICATOR W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

English III

- Unit 8 : Argumentative Research Paper - Preliminary Outline
- Unit 8 : Lesson 3 - Research and Organize Information
- Unit 9: Activity: Resumé and Cover Letter

DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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English III

Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Quiz 1
Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
Unit 7: Lesson 8 - Analyze Motives in a Detective Story
Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
Unit 8 : Argumentative Research Paper - Preliminary Outline
Unit 8 : Argumentative Research Paper - Refining your Major Research Question
Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
Unit 8 : Lesson 3 - Research and Organize Information
Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
Unit 8 : Quiz 1
Unit 9: Activity - Research Contract/Agreement
Unit 9: Activity: Resumé and Cover Letter
Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
Unit 9: Lesson 3 - Interpret Contracts and Transactions
Unit 9: Lesson 5 - Evaluate Graphic Elements
Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
Unit 9: Lesson 9 - Preparing for a Career
Unit 9: Quiz 1
Unit 9: Quiz 3

BENCHMARK / GRADE LEVEL INDICATOR W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.

English III

- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
- Unit 3: Lesson 4 - Analyze and Write Expository Texts
- Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
- Unit 3: Lesson 6 - Analyze Persuasive Devices
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 3: Quiz 2
- Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
- Unit 7: Lesson 8 - Analyze Motives in a Detective Story
- Unit 8 : Argumentative Research Paper - Brainstorming for Ideas
- Unit 8 : Argumentative Research Paper - Final Revisions after Feedback
- Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
- Unit 8 : Argumentative Research Paper - Paraphrasing and Sources
- Unit 8 : Argumentative Research Paper - Preliminary Outline
- Unit 8 : Argumentative Research Paper - Quotations with Commentary
- Unit 8 : Argumentative Research Paper - Refining your Major Research Question
- Unit 8 : Argumentative Research Paper - Write Final Draft
- Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion
- Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
- Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources
- Unit 8 : Lesson 3 - Research and Organize Information
- Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
- Unit 8 : Lesson 5 - Critique the Research Plan; Complete an Outline
- Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
- Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion
- Unit 8 : Quiz 1
- Unit 8 : Quiz 2
- Unit 9: Activity - Research Contract/Agreement
- Unit 9: Activity: Resumé and Cover Letter
- Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
- Unit 9: Lesson 3 - Interpret Contracts and Transactions
- Unit 9: Lesson 5 - Evaluate Graphic Elements
- Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
- Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
- Unit 9: Lesson 9 - Preparing for a Career
- Unit 9: Quiz 2
- Unit 9: Quiz 3
- Unit 10: Activity: Create and Present a Multimedia Project
- Unit 10: Activity: Write a Rhetorical Analysis
- Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL	W.11-12.9.a.	<p>Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).</p> <p>English III</p> <p>Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction Unit 4: Lesson 2 - Analyze Character Development Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 5: Quiz 2 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes Unit 6: Quiz 2 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction</p>
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PROFICIENCY LEVEL	W.11-12.9.b.	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>English III</p> <p>Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author’s Claims Unit 1: Quiz 2 Unit 1: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>English III</p> <p>Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 8 - Edit for Standard English Conventions Unit 2: Lesson 9 - Revise and Edit Drafts; Engage in a Peer Review Unit 3: ACTIVITY: TIMED WRITING Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing Unit 3: Lesson 8 - Practice Editing and More Punctuation Unit 5: Lesson 9 - Revise and Edit a Draft Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof" Unit 7: Activity: Write a Rough Draft of a One-act Script Unit 7: Lesson 9 - Write a Script Unit 8 : Argumentative Research Paper - Final Revisions after Feedback Unit 8 : Argumentative Research Paper - Write Final Draft Unit 8 : Argumentative Research Paper - Write Title, Introduction, and Conclusion Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper Unit 8 : Lesson 2 - Determine Audience and Purpose; Evaluate Sources Unit 8 : Quiz 1 Unit 8 : Quiz 2 Unit 9: Activity: Resumé and Cover Letter Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 9: Lesson 5 - Evaluate Graphic Elements Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 10: Activity: Write a Rhetorical Analysis Unit 10: Lesson 2 - Practice Discussion and Listening Skills</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PROFICIENCY LEVEL	SL.11-12.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>English III</p> <p>Unit 4: Activity: Watch or Listen to War of the Worlds Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 8 : Argumentative Research Paper - Brainstorming for Ideas Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Lesson 2 - Practice Discussion and Listening Skills</p>
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PROFICIENCY LEVEL	SL.11-12.1.b.	<p>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>English III</p> <p>Unit 4: Activity: Watch or Listen to War of the Worlds Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 8 : Argumentative Research Paper - Brainstorming for Ideas Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Lesson 2 - Practice Discussion and Listening Skills</p>
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PROFICIENCY LEVEL	SL.11-12.1.c.	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>English III</p> <p>Unit 1: Lesson 8 - Analyze Author's Tone Unit 4: Activity: Watch or Listen to War of the Worlds Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 6 - Analyze Modern American Poetry Unit 8 : Argumentative Research Paper - Brainstorming for Ideas Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 9: Lesson 9 - Preparing for a Career Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Activity: Listening to Procedures Unit 10: Lesson 2 - Practice Discussion and Listening Skills</p>
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PROFICIENCY LEVEL	SL.11-12.1.d.	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>English III</p> <p>Unit 4: Activity: Watch or Listen to War of the Worlds Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 10: Activity: Listening to Procedures Unit 10: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.2.	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>English III</p> <p>Unit 1: Lesson 8 - Analyze Author's Tone Unit 2: Lesson 2 - Distinguish Points of View and Their Effects Unit 2: Lesson 4 - Analyze Figurative Language and Imagery Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 8 : Lesson 7 - Write a Title, Introduction, and Conclusion Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal Unit 10: Lesson 1 - Evaluate Elements in Different Media Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 6 - Analyze Media Forms</p>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. English III Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry Unit 10: Activity: Listening to Procedures Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. English III Unit 4: Activity: Watch or Listen to War of the Worlds Unit 9: Lesson 9 - Preparing for a Career Unit 9: Quiz 3 Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Activity: Write a Rhetorical Analysis Unit 10: Lesson 2 - Practice Discussion and Listening Skills Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. English III Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Lesson 6 - Analyze Media Forms
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) English III Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Lesson 3 - Analyze Speeches and Presentation Skills
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. English III Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Activity: Peer-Review Unit 4: Lesson 8 - Use New Vocabulary in Context Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Create and Present a Multimedia Project Unit 10: Lesson 2 - Practice Discussion and Listening Skills
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PROFICIENCY LEVEL	L.11-12.1.b.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. English III Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 9 - Revise and Edit a Draft Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof" Unit 7: Lesson 4 - Evaluate Ideas and Structures Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Write a Rhetorical Analysis
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.11-12.2.a.	Observe hyphenation conventions. English III Unit 3: Lesson 8 - Practice Editing and More Punctuation
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PROFICIENCY LEVEL	L.11-12.2.b.	Spell correctly. English III Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 6 - Write a Narrative (Project) Unit 5: Lesson 9 - Revise and Edit a Draft
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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PROFICIENCY LEVEL L.11-12.3.a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

English III

- Unit 2: Activity: Peer-Review
- Unit 2: Lesson 6 - Write a Narrative (Project)
- Unit 3: ACTIVITY: TIMED WRITING
- Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
- Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
- Unit 5: Lesson 9 - Revise and Edit a Draft
- Unit 8 : Argumentative Research Paper - Outline and Rough Draft
- Unit 10: Activity: Write a Rhetorical Analysis

PROFICIENCY LEVEL L.11-12.3.b. Apply an understanding of syntax to the study of complex texts when reading.

English III

- Unit 1: Lesson 8 - Analyze Author's Tone

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

English III

- Unit 1: Lesson 1 - Recognize Elements of the English Language
- Unit 1: Lesson 2 - Use Strategies for Learning New Words
- Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills
- Unit 1: Lesson 4 - Paraphrase and Summarize
- Unit 1: Lesson 5 - Compare Ideas Across Genres
- Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings
- Unit 1: Lesson 7 - Evaluate an Author's Claims
- Unit 1: Lesson 8 - Analyze Author's Tone
- Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
- Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
- Unit 2: Lesson 3 - Make Inferences About Main Ideas
- Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
- Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
- Unit 2: Lesson 8 - Edit for Standard English Conventions
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
- Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
- Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
- Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
- Unit 3: Lesson 6 - Analyze Persuasive Devices
- Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
- Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 2 - Analyze Character Development
- Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"

Unit 4: Lesson 4 - Analyze Plot and Character Interactions
 Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
 Unit 4: Lesson 6 - Evaluate Advancement of the Plot
 Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
 Unit 4: Lesson 8 - Use New Vocabulary in Context
 Unit 4: Lesson 9 - Identify and Analyze Allegory
 Unit 5: Lesson 1 - Recall Ideas in Literary Movements
 Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
 Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary
 Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism
 Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism
 Unit 5: Lesson 6 - Analyze Modern American Poetry
 Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
 Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
 Unit 5: Lesson 9 - Revise and Edit a Draft
 Unit 5: Quiz 3
 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
 Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
 Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
 Unit 6: Lesson 5 - Analyze Text Structures in Drama
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
 Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
 Unit 7: Lesson 4 - Evaluate Ideas and Structures
 Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
 Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
 Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
 Unit 7: Lesson 8 - Analyze Motives in a Detective Story
 Unit 7: Lesson 9 - Write a Script
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

PROFICIENCY LEVEL	L.11- 12.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
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English III

Unit 1: Lesson 2 - Use Strategies for Learning New Words

PROFICIENCY LEVEL	L.11-12.4.c.	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.</p> <p>English III</p> <p>Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof" Unit 7: Lesson 4 - Evaluate Ideas and Structures Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers Unit 10: Activity: Write a Rhetorical Analysis</p>
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PROFICIENCY LEVEL	L.11-12.4.d.	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>English III</p> <p>Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres Unit 2: Lesson 2 - Distinguish Points of View and Their Effects Unit 2: Lesson 3 - Make Inferences About Main Ideas Unit 2: Lesson 4 - Analyze Figurative Language and Imagery Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects Unit 2: Lesson 8 - Edit for Standard English Conventions Unit 2: Quiz 1 Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due) Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning Unit 3: Lesson 3 - Synthesize Ideas From Different Sources Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 2 - Analyze Character Development Unit 4: Lesson 3 - Make Inferences About "War of the Worlds" Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions Unit 4: Lesson 8 - Use New Vocabulary in Context Unit 4: Lesson 9 - Identify and Analyze Allegory Unit 5: Lesson 1 - Recall Ideas in Literary Movements Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry Unit 5: Lesson 3 - Compare American Revolution Poetry, Speech, and Commentary Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism</p>
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Unit 5: Lesson 6 - Analyze Modern American Poetry
 Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
 Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
 Unit 5: Lesson 9 - Revise and Edit a Draft
 Unit 5: Quiz 3
 Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
 Unit 6: Lesson 2 - Identify Genre Characteristics of Plays and "Fiddler on the Roof"
 Unit 6: Lesson 3 - Identify the Culture of the "Fiddler on the Roof"
 Unit 6: Lesson 4 - Analyze Historical Setting and Character Development
 Unit 6: Lesson 5 - Analyze Text Structures in Drama
 Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
 Unit 6: Lesson 7 - Analyze Devices of Comedy
 Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
 Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
 Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
 Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
 Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
 Unit 7: Lesson 4 - Evaluate Ideas and Structures
 Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
 Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
 Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
 Unit 7: Lesson 8 - Analyze Motives in a Detective Story
 Unit 7: Lesson 9 - Write a Script
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 10: Activity: Write a Rhetorical Analysis
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
 Unit 10: Lesson 5 - Compare Political Speeches; Write a Rhetorical Analysis
 Unit 10: Lesson 6 - Analyze Media Forms
 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11- 12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.11-12.5.a.	<p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>English III</p> <p>Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 8 - Analyze Author's Tone Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres Unit 2: Lesson 4 - Analyze Figurative Language and Imagery Unit 2: Quiz 2 Unit 3: Lesson 6 - Analyze Persuasive Devices Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction Unit 4: Lesson 3 - Make Inferences About "War of the Worlds" Unit 4: Lesson 4 - Analyze Plot and Character Interactions Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 5: Lesson 4 - Identify Transcendentalism and Romanticism Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 6: Lesson 7 - Analyze Devices of Comedy Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction Unit 7: Lesson 4 - Evaluate Ideas and Structures Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story Unit 7: Lesson 7 - Analyze Evidence in a Detective Story Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay Unit 9: Quiz 3</p>
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PROFICIENCY LEVEL	L.11-12.5.b.	<p>Analyze nuances in the meaning of words with similar denotations.</p> <p>English III</p> <p>Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Quiz 1 Unit 2: Lesson 4 - Analyze Figurative Language and Imagery Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction Unit 4: Lesson 3 - Make Inferences About "War of the Worlds" Unit 4: Lesson 6 - Evaluate Advancement of the Plot Unit 5: Lesson 5 - Evaluate New American and Regionalism/Realism Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project) Unit 5: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	<p>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.</p> <p>English III</p> <p>Unit 1: Lesson 1 - Recognize Elements of the English Language Unit 1: Lesson 2 - Use Strategies for Learning New Words Unit 1: Lesson 3 - Begin a Book Report and Use Comprehension Skills Unit 1: Lesson 4 - Paraphrase and Summarize Unit 1: Lesson 5 - Compare Ideas Across Genres Unit 1: Lesson 6 - Determine Explicit and Implicit Meanings Unit 1: Lesson 7 - Evaluate an Author's Claims Unit 1: Lesson 8 - Analyze Author's Tone Unit 1: Lesson 9 - Review Test-Taking Tips and Short-Answer Responses</p>
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Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Activity: Peer-Review
Unit 2: Lesson 1 - Analyze Setting and Mood in Different Genres
Unit 2: Lesson 2 - Distinguish Points of View and Their Effects
Unit 2: Lesson 3 - Make Inferences About Main Ideas
Unit 2: Lesson 4 - Analyze Figurative Language and Imagery
Unit 2: Lesson 5 - Identify Rhetorical Devices and Their Effects
Unit 2: Lesson 6 - Write a Narrative (Project)
Unit 2: Lesson 7 - Review Sentence Structures and Comma Rules
Unit 2: Lesson 8 - Edit for Standard English Conventions
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: ACTIVITY: TIMED WRITING
Unit 3: Lesson 1 - Identify Essay Types and Organization (Book Report Project Due)
Unit 3: Lesson 2 - Determine Inductive, Deductive, and Fallacies in Reasoning
Unit 3: Lesson 3 - Synthesize Ideas From Different Sources
Unit 3: Lesson 4 - Analyze and Write Expository Texts
Unit 3: Lesson 5 - Compare Persuasive and Argumentative Essays
Unit 3: Lesson 6 - Analyze Persuasive Devices
Unit 3: Lesson 7 - Identify Characteristics of Analytical Writing
Unit 3: Lesson 9 - Revise Sentences and Paragraph Organization
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Recognize Themes and Plot Structures in Fiction
Unit 4: Lesson 2 - Analyze Character Development
Unit 4: Lesson 3 - Make Inferences About "War of the Worlds"
Unit 4: Lesson 4 - Analyze Plot and Character Interactions
Unit 4: Lesson 5 - Analyze Universal Themes and Moral Dilemmas
Unit 4: Lesson 6 - Evaluate Advancement of the Plot
Unit 4: Lesson 7 - Identify Story Endings and Analyze Genre Versions
Unit 4: Lesson 8 - Use New Vocabulary in Context
Unit 4: Lesson 9 - Identify and Analyze Allegory
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Recall Ideas in Literary Movements
Unit 5: Lesson 2 - Analyze Poetic Devices and American Colonial Poetry
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Unit 5: Lesson 6 - Analyze Modern American Poetry
Unit 5: Lesson 7 - Identify Postmodern Poetry and Write a Poem
Unit 5: Lesson 8 - Compose an Analytical Interpretive Essay (Project)
Unit 5: Lesson 9 - Revise and Edit a Draft
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Distinguish Characteristics of Drama Periods
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Unit 6: Lesson 6 - Evaluate Archetypes, Symbols, and Themes
Unit 6: Lesson 7 - Analyze Devices of Comedy
Unit 6: Lesson 8 - Compare a Primary Source to a Literary Work
Unit 6: Lesson 9 - Evaluate Forms of Media and Cultural Influences
Unit 7: Activity: Write a Rough Draft of a One-act Script
Unit 7: Lesson 1 - Recall American Literary Periods and Forms of Fiction
Unit 7: Lesson 2 - Identify Detective Genre—"The Murders in the Rue Morgue"
Unit 7: Lesson 3 - Analyze a Short Story and Make a Prediction
Unit 7: Lesson 4 - Evaluate Ideas and Structures
Unit 7: Lesson 5 - Make Inferences About Setting, Themes, and Ideas
Unit 7: Lesson 6 - Analyze Key Ideas in a Detective Story
Unit 7: Lesson 7 - Analyze Evidence in a Detective Story
Unit 7: Lesson 8 - Analyze Motives in a Detective Story

Unit 7: Lesson 9 - Write a Script
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8 : Argumentative Research Paper - Finding Valid Sources & Summary
 Unit 8 : Lesson 1 - Plan for Writing an Argumentative Research Paper
 Unit 8 : Lesson 4 - Gather, Evaluate, and Cite Evidence
 Unit 8 : Lesson 6 - Revise a Research Question and Thesis; Begin a Draft
 Unit 8 : Lesson 8 - Analyze Nonfiction and Technical Sources
 Unit 8 : Lesson 9 - Analyze the Development of Ideas; Collaborate With Peers
 Unit 8 : Quiz 2
 Unit 9: Activity - Research Contract/Agreement
 Unit 9: Activity: Resumé and Cover Letter
 Unit 9: Lesson 1 - Define Work-Related Documents and Write an E-mail
 Unit 9: Lesson 2 - Use Professionalism; Analyze a Proposal
 Unit 9: Lesson 3 - Interpret Contracts and Transactions
 Unit 9: Lesson 5 - Evaluate Graphic Elements
 Unit 9: Lesson 6 - Investigate Technical Sources for College and Career Decisions
 Unit 9: Lesson 7 - Make Conclusions: A Positive Attitude Essay
 Unit 9: Lesson 8 - Continue Reading: A Positive Attitude Essay
 Unit 9: Lesson 9 - Preparing for a Career
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity: Create and Present a Multimedia Project
 Unit 10: Activity: Listening to Procedures
 Unit 10: Activity: Write a Rhetorical Analysis
 Unit 10: Lesson 1 - Evaluate Elements in Different Media
 Unit 10: Lesson 2 - Practice Discussion and Listening Skills
 Unit 10: Lesson 4 - Identify Persuasive Rhetoric and Analyze Debates
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 Unit 10: Lesson 7 - Summarize and Analyze "The American Newspaper"
 Unit 10: Lesson 8 - Summarize and Analyze "The American Newspaper" (continued)
 Unit 10: Lesson 9 - Recognize Effects of Propaganda and Analyze a Speech
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Correlation Statistics Summary

State: Ohio Learning Standards								
Subject: Language Arts								
Grade: 11								
100% of the lowest level standards for this state/subject/grade were met by English III.								
0% of the lowest level standards for this state/subject/grade were not met by English III.								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	College and Career Readiness Anchor Standards for Reading	100%	0	10	10	471		
	KEY IDEAS AND DETAILS	100%	0	3	3	151		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	100%	0	1	1	28		
2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.	100%	0	1	1	92		
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	100%	0	1	1	31		
	CRAFT AND STRUCTURE	100%	0	3	3	123		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	100%	0	1	1	92		

5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	100%	0	1	1	7		
6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.	100%	0	1	1	24		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	111		
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	100%	0	1	1	97		
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	100%	0	1	1	2		
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	100%	0	1	1	12		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	86		
10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.	100%	0	1	1	86		
	College and Career Readiness Anchor Standards for Writing	100%	0	10	10	360		
	TEXT TYPES AND PURPOSES	100%	0	3	3	97		
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	1	1	22		
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	1	1	68		
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	1	1	7		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	126		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	100%	0	1	1	95		
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	100%	0	1	1	28		
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	100%	0	1	1	3		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	3	3	109		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	100%	0	1	1	28		
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	100%	0	1	1	35		
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	1	1	46		
	RANGE OF WRITING	100%	0	1	1	28		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	28		
	College and Career Readiness Anchor Standards for Speaking and Listening	100%	0	6	6	122		
	COMPREHENSION AND COLLABORATION	100%	0	3	3	114		
1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	100%	0	1	1	12		
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	100%	0	1	1	97		
3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.	100%	0	1	1	5		
	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	8		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	100%	0	1	1	2		

5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	100%	0	1	1	2		
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	100%	0	1	1	4		
	College and Career Readiness Anchor Standards for Language	100%	0	6	6	347		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	2	2	15		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	1	1	7		
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	1	1	8		
	KNOWLEDGE OF LANGUAGE	100%	0	1	1	86		
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	1	1	86		
	VOCABULARY ACQUISITION AND USE	100%	0	3	3	246		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	100%	0	1	1	106		
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	1	1	24		
6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	100%	0	1	1	116		
	Reading Standards for Literature K-12	100%	0	10	10	283		
	KEY IDEAS AND DETAILS	100%	0	4	4	115		
RL.11-12.1.	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	100%	0	1	1	42		
RL.11-12.2.	Analyze literary text development.	100%	0	2	2	38		
RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.	100%	0	1	1	33		
RL.11-12.2.b.	Produce a thorough analysis of the text.	100%	0	1	1	5		
RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	100%	0	1	1	35		
	CRAFT AND STRUCTURE	100%	0	3	3	104		
RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	100%	0	1	1	49		
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	100%	0	1	1	22		
RL.11-12.6.	Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.	100%	0	1	1	33		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	2	2	22		
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	100%	0	1	1	10		

RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	100%	0	1	1	12		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	42		
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.	100%	0	1	1	42		
	Reading Standards for Informational Text K–12	100%	0	11	11	378		
	KEY IDEAS AND DETAILS	100%	0	4	4	230		
RI.11-12.1.	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.	100%	0	1	1	77		
RI.11-12.2.	Analyze informational text development.	100%	0	2	2	150		
RI.11-12.2.a.	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.	100%	0	1	1	75		
RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.	100%	0	1	1	75		
RI.11-12.3.	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.	100%	0	1	1	3		
	CRAFT AND STRUCTURE	100%	0	3	3	101		
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	100%	0	1	1	78		
RI.11-12.5.	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.	100%	0	1	1	5		
RI.11-12.6.	Determine an author's perspective 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.	100%	0	1	1	18		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	46		
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	100%	0	1	1	38		
RI.11-12.8.	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	100%	0	1	1	4		
RI.11-12.9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	100%	0	1	1	4		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	1		
RI.11-12.10.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	100%	0	1	1	1		
	Writing Standards K–12	100%	0	26	26	621		
	TEXT TYPES AND PURPOSES	100%	0	18	18	378		

W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	6	6	92		
W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.	100%	0	1	1	19		
W.11-12.1.b.	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.	100%	0	1	1	19		
W.11-12.1.c.	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.	100%	0	1	1	22		
W.11-12.1.d.	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.	100%	0	1	1	10		
W.11-12.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	10		
W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.	100%	0	1	1	12		
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	7	7	246		
W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.	100%	0	1	1	67		
W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.	100%	0	1	1	42		
W.11-12.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	100%	0	1	1	38		
W.11-12.2.d.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	100%	0	1	1	5		
W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	100%	0	1	1	47		
W.11-12.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	10		
W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	100%	0	1	1	37		
W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	5	5	40		
W.11-12.3.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.	100%	0	1	1	12		
W.11-12.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	100%	0	1	1	7		
W.11-12.3.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).	100%	0	1	1	6		
W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	100%	0	1	1	7		
W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	100%	0	1	1	8		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	128		

W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	100%	0	1	1	93		
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	100%	0	1	1	32		
W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	100%	0	1	1	3		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	4	4	87		
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	100%	0	1	1	26		
W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.	100%	0	1	1	45		
W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	2	2	16		
W.11-12.9.a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).	100%	0	1	1	12		
W.11-12.9.b.	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	100%	0	1	1	4		
	RANGE OF WRITING	100%	0	1	1	28		
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	28		
	Speaking and Listening Standards K–12	100%	0	9	9	60		
	COMPREHENSION AND COLLABORATION	100%	0	6	6	44		
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	100%	0	4	4	30		
SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	100%	0	1	1	7		
SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	100%	0	1	1	7		
SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	100%	0	1	1	12		
SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	100%	0	1	1	4		
SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	100%	0	1	1	9		

SL.11-12.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	100%	0	1	1	5		
	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	16		
SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	100%	0	1	1	9		
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	100%	0	1	1	2		
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	100%	0	1	1	5		
	Language Standards K–12	100%	0	13	13	373		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	4	4	28		
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	2	2	23		
L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	100%	0	1	1	7		
L.11-12.1.b.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	100%	0	1	1	16		
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	2	2	5		
L.11-12.2.a.	Observe hyphenation conventions.	100%	0	1	1	1		
L.11-12.2.b.	Spell correctly.	100%	0	1	1	4		
	KNOWLEDGE OF LANGUAGE	100%	0	2	2	9		
L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	2	2	9		
L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	100%	0	1	1	8		
L.11-12.3.b.	Apply an understanding of syntax to the study of complex texts when reading.	100%	0	1	1	1		
	VOCABULARY ACQUISITION AND USE	100%	0	7	7	336		
L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	100%	0	4	4	185		
L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	100%	0	1	1	84		
L.11-12.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	100%	0	1	1	1		
L.11-12.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	100%	0	1	1	15		
L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	100%	0	1	1	85		
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	2	2	35		
L.11-12.5.a.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	100%	0	1	1	24		
L.11-12.5.b.	Analyze nuances in the meaning of words with similar denotations.	100%	0	1	1	11		

L.11-12.6.	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.	100%	0	1	1	116		
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Main Criteria: Ohio Learning Standards

Secondary Criteria: English IV

Subject: Language Arts

Grade: 12

Correlation Options: Show All

Include Correlation Statistics

Ohio Learning Standards

Language Arts

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

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

English IV

Unit 1: Lesson 1 Activity: Predict with Evidence
Unit 1: Lesson 2 - Author's Use of Language
Unit 1: Lesson 6 - Paraphrasing and Summarizing
Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
Unit 8: Lesson 9: Activity: Book Report
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
Unit 1: Lesson 1 Activity: Predict with Evidence
Unit 1: Lesson 2 - Author's Use of Language
Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
Unit 1: Lesson 4 - Analyzing Author's Style
Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
Unit 1: Lesson 6 - Paraphrasing and Summarizing
Unit 1: Lesson 7 - Making Inferences and Connections
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac

Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
Unit 3: Quiz 1
Unit 3: Quiz 3
Unit 4: Lesson 1 - Old English Period
Unit 4: Lesson 2 - Middle English Period
Unit 4: Lesson 3 - Middle English Period (continued)
Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
Unit 5: Lesson 3 - Persian Poetry
Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 2 - History of Satire
Unit 8: Lesson 3 - Satire III by Horace
Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
Unit 8: Lesson 9: Activity: Book Report
Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 3
Unit 10: Activity: Group Discussion Project
Unit 10: Lesson 1 - Business Correspondence: E-mail
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
Unit 10: Lesson 4 - Graphics in Technical Documents
Unit 10: Lesson 6 - Group Work and Following Procedures
Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes
Unit 10: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

English IV

- Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
- Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
- Unit 3: Lesson 9 - Writing a Timed Expository Essay
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Quiz 1
- Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 2 - History of Satire
- Unit 8: Lesson 3 - Satire III by Horace
- Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
- Unit 8: Lesson 9: Activity: Book Report
- Unit 8: Quiz 3
- Unit 9: Activity - Analyze a Speech
- Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
- Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

English IV

- Unit 1: Lesson 1 - Foundational Comprehension
- Unit 1: Lesson 1 Activity: Predict with Evidence
- Unit 1: Lesson 2 - Author's Use of Language
- Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
- Unit 1: Lesson 4 - Analyzing Author's Style
- Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 7 - Making Inferences and Connections
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative

Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Literary Devices in *Cyrano de Bergerac*
Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; *Cyrano de Bergerac*
Unit 3: Lesson 3 - Plot Elements and Details; *Cyrano de Bergerac*
Unit 3: Lesson 4 - Figurative Language in *Cyrano de Bergerac*
Unit 3: Lesson 5 - Theater and Script Elements; *Cyrano de Bergerac*
Unit 3: Lesson 6 - The Resolution; *Cyrano de Bergerac*
Unit 3: Lesson 7 - Motifs and Archetypes; *Cyrano de Bergerac*
Unit 3: Lesson 8 - Writing About Literature: Compare the Real *Cyrano* to the Fictionalized Character
Unit 3: Quiz 1
Unit 4: Lesson 1 - Old English Period
Unit 4: Lesson 2 - Middle English Period
Unit 4: Lesson 3 - Middle English Period (continued)
Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
Unit 5: Lesson 3 - Persian Poetry
Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
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Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 2 - History of Satire
Unit 8: Lesson 3 - Satire III by Horace
Unit 8: Lesson 4 - *Gulliver's Travels* by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
Unit 8: Lesson 9: Activity: Book Report
Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 1
Unit 9: Quiz 3
Unit 10: Activity: Group Discussion Project
Unit 10: Lesson 1 - Business Correspondence: E-mail
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
Unit 10: Lesson 4 - Graphics in Technical Documents

Unit 10: Lesson 6 - Group Work and Following Procedures
 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

BENCHMARK / GRADE LEVEL INDICATOR 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

English IV

Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 9: Activity: Book Report
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

BENCHMARK / GRADE LEVEL INDICATOR 6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

English IV

Unit 5: Lesson 7 - American Poetry from 1776 to 1900
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 8: Lesson 3 - Satire III by Horace
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 1 Activity: Predict with Evidence
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Lesson 6 - Paraphrasing and Summarizing
 Unit 1: Lesson 7 - Making Inferences and Connections
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
 Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
 Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
 Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
 Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
 Unit 2: Lesson 6 Activity - Begin to Write
 Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
 Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
 Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
 Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
 Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
 Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
 Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
 Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
 Unit 3: Quiz 1
 Unit 4: Lesson 1 - Old English Period
 Unit 4: Lesson 2 - Middle English Period
 Unit 4: Lesson 3 - Middle English Period (continued)

Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 4: Writing Project: Fictional Characterization
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
Unit 5: Lesson 3 - Persian Poetry
Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 3 Activity: Researching Topic
Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 2 - History of Satire
Unit 8: Lesson 3 - Satire III by Horace
Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 3
Unit 10: Activity: Group Discussion Project
Unit 10: Lesson 1 - Business Correspondence: E-mail
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
Unit 10: Lesson 4 - Graphics in Technical Documents
Unit 10: Lesson 6 - Group Work and Following Procedures
Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

BENCHMARK / GRADE LEVEL INDICATOR	8.	<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>English IV Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1" Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2" Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 5 Activity: Draft Outline Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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BENCHMARK / GRADE LEVEL INDICATOR	9.	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>English IV Unit 4: Lesson 2 - Middle English Period Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II Unit 9: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Read, comprehend, and respond to complex literary and informational texts independently and proficiently.</p> <p>English IV Unit 1: Lesson 1 - Foundational Comprehension Unit 1: Lesson 1 Activity: Predict with Evidence Unit 1: Lesson 2 - Author's Use of Language Unit 1: Lesson 3 - Language Origins, Variations, and Dialects Unit 1: Lesson 4 - Analyzing Author's Style Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative Unit 2: Quiz 1 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character Unit 3: Quiz 1 Unit 4: Lesson 1 - Old English Period Unit 4: Lesson 2 - Middle English Period Unit 4: Lesson 3 - Middle English Period (continued) Unit 4: Lesson 4 - The Renaissance Unit 4: Lesson 5 - Neoclassicism</p>
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Unit 4: Lesson 6 - The Romantic Period
 Unit 4: Lesson 7 - The Victorian Period
 Unit 4: Lesson 8 - The Modern Period
 Unit 4: Lesson 9 - Writing a Fictionalized Characterization
 Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
 Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
 Unit 5: Lesson 3 - Persian Poetry
 Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
 Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
 Unit 5: Lesson 6 - Hispanic Poets
 Unit 5: Lesson 7 - American Poetry from 1776 to 1900
 Unit 5: Lesson 8 - Modernist American Poetry
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 6: Lesson 1 - Types of Essays
 Unit 6: Lesson 2 - Organization of Ideas and Transition Words
 Unit 6: Lesson 3 - Persuasive Devices
 Unit 6: Lesson 4 - The Argumentative Essay
 Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 1 - Brainstorming a Topic
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 2 - History of Satire
 Unit 8: Lesson 3 - Satire III by Horace
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
 Unit 8: Lesson 5 - Satire in Almanacs
 Unit 8: Lesson 5: Activity: Book Report
 Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
 Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
 Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
 Unit 8: Lesson 9: Activity: Book Report
 Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
 Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
 Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
 Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
 Unit 10: Lesson 1 - Business Correspondence: E-mail
 Unit 10: Lesson 2 - Persuasive Work-Related Documents
 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
 Unit 10: Lesson 4 - Graphics in Technical Documents
 Unit 10: Lesson 5 - Job Interview Skills
 Unit 10: Lesson 6 - Group Work and Following Procedures
 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>English IV Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 6: Quiz 1 Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 5 Activity: Draft Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 9: Activity - Persuasive Speech Unit 9: Lesson 8 - Revising and Editing a Motivational Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay</p>
BENCHMARK / GRADE LEVEL INDICATOR	2.	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>English IV Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 Activity - Draft Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Quiz 1 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 1: Activity: Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Activity - Analyze a Speech Unit 9: Activity - Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé</p>
BENCHMARK / GRADE LEVEL INDICATOR	3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>English IV Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 Activity - Draft Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 4: Writing Project: Fictional Characterization</p>

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

English IV

- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 7 - Making Inferences and Connections
- Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
- Unit 1: Lesson 9 - Editing and Revising a Personal Essay
- Unit 1: Quiz 3
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 3: Lesson 9 - Writing a Timed Expository Essay
- Unit 4: Writing Project: Fictional Characterization
- Unit 5: Activity: Write a Poem
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 6: Lesson 1 - Types of Essays
- Unit 6: Lesson 2 - Organization of Ideas and Transition Words
- Unit 6: Lesson 4 - The Argumentative Essay
- Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
- Unit 6: Quiz 1
- Unit 7: Lesson 1 - Brainstorming a Topic
- Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
- Unit 7: Lesson 3 - Formulating a Research Question
- Unit 7: Lesson 3 Activity: Researching Topic
- Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
- Unit 7: Lesson 5 Activity: Draft Outline
- Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
- Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
- Unit 7: Lesson 7 Activity: Title, Introduction, and Conclusion
- Unit 7: Lesson 8 - Revising and Editing: Grammar Review
- Unit 7: Lesson 9 - Foreign Words and Phrases
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 1: Activity: Book Report
- Unit 8: Lesson 9: Activity: Book Report
- Unit 9: Activity - Analyze a Speech
- Unit 9: Activity - Persuasive Speech
- Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
- Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
- Unit 10: Lesson 1 - Business Correspondence: E-mail
- Unit 10: Lesson 2 - Persuasive Work-Related Documents
- Unit 10: Lesson 3 Activity: Resumé
- Unit 10: Lesson 4 - Graphics in Technical Documents

BENCHMARK / GRADE LEVEL INDICATOR	5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>English IV</p> <p>Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 5: Activity: Write a Poem Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 9: Lesson 8 - Revising and Editing a Motivational Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 1 - Business Correspondence: E-mail Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 3 Activity: Resumé</p>
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BENCHMARK / GRADE LEVEL INDICATOR	6.	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>English IV</p> <p>Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 9 - Foreign Words and Phrases Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK / GRADE LEVEL INDICATOR	7.	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>English IV</u> Unit 4: Lesson 9 - Writing a Fictionalized Characterization Unit 4: Writing Project: Fictional Characterization Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Quiz 2 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé Unit 10: Lesson 5 - Job Interview Skills Unit 10: Quiz 2</p>
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BENCHMARK / GRADE LEVEL INDICATOR	8.	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.</p> <p><u>English IV</u> Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Quiz 2 Unit 4: Lesson 9 - Writing a Fictionalized Characterization Unit 4: Writing Project: Fictional Characterization Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 5 Activity: Draft Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé</p>
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BENCHMARK / GRADE LEVEL INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English IV

- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
- Unit 1: Lesson 9 - Editing and Revising a Personal Essay
- Unit 1: Quiz 2
- Unit 2: Quiz 2
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 4: Writing Project: Fictional Characterization
- Unit 6: Lesson 4 - The Argumentative Essay
- Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
- Unit 7: Lesson 1 - Brainstorming a Topic
- Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
- Unit 7: Lesson 3 - Formulating a Research Question
- Unit 7: Lesson 3 Activity: Researching Topic
- Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
- Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
- Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
- Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion
- Unit 7: Lesson 8 - Revising and Editing: Grammar Review
- Unit 7: Lesson 9 - Foreign Words and Phrases
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 1: Activity: Book Report
- Unit 8: Lesson 9: Activity: Book Report
- Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
- Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
- Unit 10: Lesson 5 - Job Interview Skills
- Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK	RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English IV

- Unit 1: Lesson 9 - Editing and Revising a Personal Essay
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 3: Lesson 9 - Writing a Timed Expository Essay
- Unit 5: Activity: Write a Poem
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 6: Lesson 1 - Types of Essays
- Unit 6: Lesson 4 - The Argumentative Essay
- Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
- Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
- Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
- Unit 7: Lesson 8 - Revising and Editing: Grammar Review
- Unit 7: Lesson 9 - Foreign Words and Phrases
- Unit 7: Quiz 1
- Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
- Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
- Unit 10: Lesson 1 - Business Correspondence: E-mail
- Unit 10: Lesson 2 - Persuasive Work-Related Documents
- Unit 10: Lesson 3 Activity: Resumé
- Unit 10: Lesson 4 - Graphics in Technical Documents

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

English IV

- Unit 1: Lesson 1 Activity: Predict with Evidence
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Quiz 1
- Unit 6: Lesson 3 - Persuasive Devices
- Unit 7: Lesson 8 - Revising and Editing: Grammar Review
- Unit 9: Activity - Analyze a Speech
- Unit 9: Activity - Persuasive Speech
- Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
- Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
- Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
- Unit 9: Quiz 1
- Unit 10: Activity: Group Discussion Project
- Unit 10: Lesson 2 - Persuasive Work-Related Documents
- Unit 10: Lesson 6 - Group Work and Following Procedures
- Unit 10: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

English IV

- Unit 1: Lesson 1 - Foundational Comprehension
- Unit 1: Lesson 1 Activity: Predict with Evidence
- Unit 1: Lesson 2 - Author's Use of Language
- Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
- Unit 1: Lesson 4 - Analyzing Author's Style
- Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 7 - Making Inferences and Connections
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
- Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
- Unit 3: Quiz 1
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance

Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 4: Writing Project: Fictional Characterization
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
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Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 3 Activity: Researching Topic
Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
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Unit 8: Lesson 3 - Satire III by Horace
Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
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Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 3
Unit 10: Activity: Group Discussion Project
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Unit 10: Lesson 6 - Group Work and Following Procedures
Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

BENCHMARK / GRADE LEVEL INDICATOR	3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. English IV Unit 9: Activity - Analyze a Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Activity: Group Discussion Project
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. English IV Unit 9: Activity - Persuasive Speech Unit 9: Lesson 1 - Listening to and Discussing a Political Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 6 - Group Work and Following Procedures
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. English IV Unit 10: Activity: Group Discussion Project Unit 10: Lesson 6 - Group Work and Following Procedures
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. English IV Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Activity: Group Discussion Project Unit 10: Lesson 5 - Job Interview Skills
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. English IV Unit 1: Lesson 2 - Author's Use of Language Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. English IV Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

English IV

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Unit 1: Lesson 1 Activity: Predict with Evidence

Unit 1: Lesson 2 - Author's Use of Language

Unit 1: Lesson 3 - Language Origins, Variations, and Dialects

Unit 1: Lesson 4 - Analyzing Author's Style

Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing

Unit 1: Lesson 6 - Paraphrasing and Summarizing

Unit 1: Lesson 7 - Making Inferences and Connections

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit

Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin

Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac

Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac

Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac

Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative

Unit 2: Lesson 6 Activity - Begin to Write

Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative

Unit 2: Quiz 1

Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac

Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac

Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac

Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac

Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac

Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac

Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac

Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character

Unit 3: Quiz 1

Unit 4: Lesson 1 - Old English Period

Unit 4: Lesson 2 - Middle English Period

Unit 4: Lesson 3 - Middle English Period (continued)

Unit 4: Lesson 4 - The Renaissance

Unit 4: Lesson 5 - Neoclassicism

Unit 4: Lesson 6 - The Romantic Period

Unit 4: Lesson 7 - The Victorian Period

Unit 4: Lesson 8 - The Modern Period

Unit 4: Lesson 9 - Writing a Fictionalized Characterization

Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese

Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe

Unit 5: Lesson 3 - Persian Poetry

Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem

Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends

Unit 5: Lesson 6 - Hispanic Poets

Unit 5: Lesson 7 - American Poetry from 1776 to 1900

Unit 5: Lesson 8 - Modernist American Poetry

Unit 5: Lesson 9 - Writing a Literary Analysis

Unit 6: Lesson 1 - Types of Essays

Unit 6: Lesson 2 - Organization of Ideas and Transition Words

Unit 6: Lesson 3 - Persuasive Devices
 Unit 6: Lesson 4 - The Argumentative Essay
 Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
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 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 1 - Brainstorming a Topic
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 2 - History of Satire
 Unit 8: Lesson 3 - Satire III by Horace
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
 Unit 8: Lesson 5 - Satire in Almanacs
 Unit 8: Lesson 5: Activity: Book Report
 Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
 Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
 Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
 Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
 Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
 Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
 Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 9: Quiz 1
 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
 Unit 10: Lesson 1 - Business Correspondence: E-mail
 Unit 10: Lesson 2 - Persuasive Work-Related Documents
 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
 Unit 10: Lesson 4 - Graphics in Technical Documents
 Unit 10: Lesson 6 - Group Work and Following Procedures
 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 1 Activity: Predict with Evidence
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Lesson 6 - Paraphrasing and Summarizing
 Unit 1: Lesson 7 - Making Inferences and Connections
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
 Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
 Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
 Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac

Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
Unit 2: Lesson 8 - Revising a Fiction Narrative
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Literary Devices in *Cyrano de Bergerac*
Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; *Cyrano de Bergerac*
Unit 3: Lesson 3 - Plot Elements and Details; *Cyrano de Bergerac*
Unit 3: Lesson 4 - Figurative Language in *Cyrano de Bergerac*
Unit 3: Lesson 5 - Theater and Script Elements; *Cyrano de Bergerac*
Unit 3: Lesson 6 - The Resolution; *Cyrano de Bergerac*
Unit 3: Lesson 7 - Motifs and Archetypes; *Cyrano de Bergerac*
Unit 3: Lesson 8 - Writing About Literature: Compare the Real *Cyrano* to the Fictionalized Character
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Old English Period
Unit 4: Lesson 2 - Middle English Period
Unit 4: Lesson 3 - Middle English Period (continued)
Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
Unit 5: Lesson 3 - Persian Poetry
Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
Unit 6: Lesson 7 - Supreme Court Decision: *Schenck v. United States*
Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Lesson 9 - Foreign Words and Phrases
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 2 - History of Satire
Unit 8: Lesson 3 - Satire III by Horace
Unit 8: Lesson 4 - *Gulliver's Travels* by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire

Unit 8: Quiz 1
 Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
 Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
 Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
 Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
 Unit 10: Lesson 1 - Business Correspondence: E-mail
 Unit 10: Lesson 2 - Persuasive Work-Related Documents
 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
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 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

BENCHMARK /
 GRADE LEVEL
 INDICATOR

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
 Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
 Unit 4: Lesson 9 - Writing a Fictionalized Characterization
 Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

BENCHMARK /
 GRADE LEVEL
 INDICATOR

6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 1 Activity: Predict with Evidence
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Lesson 6 - Paraphrasing and Summarizing
 Unit 1: Lesson 7 - Making Inferences and Connections
 Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
 Unit 1: Lesson 9 - Editing and Revising a Personal Essay
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
 Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac

Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
Unit 2: Lesson 7 Activity - Draft
Unit 2: Lesson 8 - Revising a Fiction Narrative
Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
Unit 3: Lesson 9 - Writing a Timed Expository Essay
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Old English Period
Unit 4: Lesson 2 - Middle English Period
Unit 4: Lesson 3 - Middle English Period (continued)
Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
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Unit 5: Lesson 8 - Modernist American Poetry
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 Unit 10: Lesson 3 Activity: Resumé
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 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.11-12.1. 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

English IV

- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
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- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
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- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 5 - Neoclassicism
- Unit 4: Lesson 6 - The Romantic Period
- Unit 4: Lesson 7 - The Victorian Period
- Unit 4: Lesson 8 - The Modern Period
- Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
- Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
- Unit 5: Lesson 3 - Persian Poetry
- Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
- Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
- Unit 5: Lesson 6 - Hispanic Poets
- Unit 5: Lesson 7 - American Poetry from 1776 to 1900
- Unit 5: Lesson 8 - Modernist American Poetry
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 1: Activity: Book Report
- Unit 8: Lesson 3 - Satire III by Horace
- Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
- Unit 8: Lesson 5: Activity: Book Report
- Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
- Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
- Unit 8: Lesson 9: Activity: Book Report
- Unit 10: Lesson 6 - Group Work and Following Procedures

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.11-12.2.a.	<p>Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p>English IV</p> <p>Unit 1: Lesson 1 - Foundational Comprehension Unit 1: Lesson 1 Activity: Predict with Evidence Unit 1: Quiz 1 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative Unit 2: Quiz 2 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac Unit 3: Quiz 3 Unit 4: Lesson 1 - Old English Period Unit 4: Lesson 2 - Middle English Period Unit 4: Lesson 4 - The Renaissance Unit 4: Lesson 7 - The Victorian Period Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem Unit 5: Lesson 6 - Hispanic Poets Unit 5: Lesson 7 - American Poetry from 1776 to 1900 Unit 5: Lesson 8 - Modernist American Poetry Unit 5: Lesson 9 - Writing a Literary Analysis Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 1: Activity: Book Report Unit 8: Lesson 9: Activity: Book Report</p>
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PROFICIENCY LEVEL	RL.11-12.2.b.	<p>Produce a thorough analysis of the text.</p> <p>English IV</p> <p>Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative Unit 5: Lesson 9 - Writing a Literary Analysis Unit 8: Lesson 3 - Satire III by Horace</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

English IV

- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author’s Messages in Cyrano de Bergerac
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
- Unit 3: Lesson 9 - Writing a Timed Expository Essay
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 8 - The Modern Period
- Unit 4: Quiz 1
- Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
- Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
- Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
- Unit 5: Lesson 8 - Modernist American Poetry
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 5: Quiz 3
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 2 - History of Satire
- Unit 8: Lesson 3 - Satire III by Horace
- Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
- Unit 8: Lesson 9: Activity: Book Report
- Unit 8: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
STANDARD / BENCHMARK	CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
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English IV

- Unit 1: Lesson 1 - Foundational Comprehension
- Unit 1: Lesson 2 - Author's Use of Language
- Unit 1: Lesson 4 - Analyzing Author's Style
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 5 - Neoclassicism
- Unit 4: Lesson 6 - The Romantic Period
- Unit 4: Lesson 7 - The Victorian Period
- Unit 4: Lesson 8 - The Modern Period
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
- Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
- Unit 5: Lesson 3 - Persian Poetry
- Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
- Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
- Unit 5: Lesson 6 - Hispanic Poets
- Unit 5: Lesson 7 - American Poetry from 1776 to 1900
- Unit 5: Lesson 8 - Modernist American Poetry
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
- Unit 8: Lesson 1: Activity: Book Report
- Unit 8: Lesson 3 - Satire III by Horace
- Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
- Unit 8: Lesson 5: Activity: Book Report
- Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
- Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
- Unit 8: Lesson 9: Activity: Book Report
- Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
- Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
- Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
- Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
- Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
- Unit 9: Quiz 1
- Unit 10: Lesson 6 - Group Work and Following Procedures

BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.5.	<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>English IV Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac Unit 5: Lesson 9 - Writing a Literary Analysis Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 2 - History of Satire Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire Unit 8: Lesson 9: Activity: Book Report</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.6.	<p>Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p> <p>English IV Unit 1: Lesson 1 - Foundational Comprehension Unit 1: Lesson 2 - Author's Use of Language Unit 1: Quiz 1 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac Unit 2: Quiz 1 Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 3 - Middle English Period (continued) Unit 4: Lesson 4 - The Renaissance Unit 4: Lesson 5 - Neoclassicism Unit 4: Lesson 7 - The Victorian Period Unit 4: Quiz 2 Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe Unit 5: Lesson 6 - Hispanic Poets Unit 5: Lesson 7 - American Poetry from 1776 to 1900 Unit 5: Lesson 9 - Writing a Literary Analysis Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 2 - History of Satire Unit 8: Lesson 3 - Satire III by Horace Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift Unit 8: Lesson 5 - Satire in Almanacs Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist) English IV Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Lesson 2 - Middle English Period
BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.8.	(Not applicable to literature) No Correlations
BENCHMARK / GRADE LEVEL INDICATOR	RL.11- 12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics. English IV Unit 4: Lesson 2 - Middle English Period Unit 4: Lesson 8 - The Modern Period Unit 5: Lesson 8 - Modernist American Poetry Unit 5: Quiz 3 Unit 8: Lesson 5 - Satire in Almanacs Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

BENCHMARK / GRADE LEVEL INDICATOR **RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

English IV

- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 5 - Neoclassicism
- Unit 4: Lesson 6 - The Romantic Period
- Unit 4: Lesson 7 - The Victorian Period
- Unit 4: Lesson 8 - The Modern Period
- Unit 4: Quiz 1
- Unit 4: Quiz 2
- Unit 4: Quiz 3
- Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
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- Unit 5: Lesson 7 - American Poetry from 1776 to 1900
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- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
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- Unit 8: Lesson 5: Activity: Book Report
- Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
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- Unit 8: Lesson 9: Activity: Book Report
- Unit 10: Lesson 6 - Group Work and Following Procedures

DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL **RI.11-12.1.** 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.

English IV

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 Unit 1: Lesson 1 Activity: Predict with Evidence
 Unit 1: Lesson 2 - Author's Use of Language
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 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
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 Unit 1: Lesson 7 - Making Inferences and Connections
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 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
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 Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
 Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
 Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
 Unit 2: Lesson 6 Activity - Begin to Write
 Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
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 Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
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 Unit 3: Quiz 1
 Unit 4: Lesson 1 - Old English Period
 Unit 4: Lesson 2 - Middle English Period
 Unit 4: Lesson 3 - Middle English Period (continued)
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 Unit 6: Lesson 1 - Types of Essays
 Unit 6: Lesson 2 - Organization of Ideas and Transition Words
 Unit 6: Lesson 3 - Persuasive Devices
 Unit 6: Lesson 4 - The Argumentative Essay
 Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 1 - Brainstorming a Topic
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
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 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
 Unit 10: Lesson 1 - Business Correspondence: E-mail
 Unit 10: Lesson 2 - Persuasive Work-Related Documents
 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
 Unit 10: Lesson 4 - Graphics in Technical Documents
 Unit 10: Lesson 6 - Group Work and Following Procedures
 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.2.	Analyze informational text development.

PROFICIENCY LEVEL RI.11-12.2.a 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.

English IV

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 Unit 10: Quiz 3

PROFICIENCY
LEVEL

RI.11-
12.2.b.

Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

English IV

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Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
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Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; *Cyrano de Bergerac*
Unit 3: Lesson 4 - Figurative Language in *Cyrano de Bergerac*
Unit 3: Lesson 5 - Theater and Script Elements; *Cyrano de Bergerac*
Unit 3: Lesson 7 - Motifs and Archetypes; *Cyrano de Bergerac*
Unit 3: Lesson 8 - Writing About Literature: Compare the Real *Cyrano* to the Fictionalized Character
Unit 3: Quiz 1
Unit 4: Lesson 1 - Old English Period
Unit 4: Lesson 2 - Middle English Period
Unit 4: Lesson 3 - Middle English Period (continued)
Unit 4: Lesson 4 - The Renaissance
Unit 4: Lesson 5 - Neoclassicism
Unit 4: Lesson 6 - The Romantic Period
Unit 4: Lesson 7 - The Victorian Period
Unit 4: Lesson 8 - The Modern Period
Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
Unit 5: Lesson 3 - Persian Poetry
Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
Unit 5: Lesson 6 - Hispanic Poets
Unit 5: Lesson 7 - American Poetry from 1776 to 1900
Unit 5: Lesson 8 - Modernist American Poetry
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 3 - Persuasive Devices
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
Unit 6: Lesson 7 - Supreme Court Decision: *Schenck v. United States*
Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Quiz 1
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 2 - History of Satire
Unit 8: Lesson 4 - *Gulliver's Travels* by Jonathan Swift
Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire
Unit 8: Lesson 9: Activity: Book Report
Unit 9: Lesson 1 - Listening to and Discussing a Political Speech
Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 3
Unit 10: Activity: Group Discussion Project
Unit 10: Lesson 1 - Business Correspondence: E-mail
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
Unit 10: Lesson 4 - Graphics in Technical Documents
Unit 10: Lesson 6 - Group Work and Following Procedures
Unit 10: Lesson 7 - *The Art of Money Getting* by P. T. Barnum
Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.3. 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.

English IV

Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 9: Activity: Book Report
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 1 Activity: Predict with Evidence
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Lesson 6 - Paraphrasing and Summarizing
 Unit 1: Lesson 7 - Making Inferences and Connections
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
 Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
 Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
 Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
 Unit 2: Lesson 6 Activity - Begin to Write
 Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
 Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
 Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
 Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
 Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
 Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
 Unit 3: Quiz 1
 Unit 4: Lesson 1 - Old English Period
 Unit 4: Lesson 2 - Middle English Period
 Unit 4: Lesson 3 - Middle English Period (continued)
 Unit 4: Lesson 4 - The Renaissance
 Unit 4: Lesson 5 - Neoclassicism
 Unit 4: Lesson 6 - The Romantic Period
 Unit 4: Lesson 7 - The Victorian Period
 Unit 4: Lesson 8 - The Modern Period
 Unit 4: Lesson 9 - Writing a Fictionalized Characterization
 Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
 Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe

Unit 5: Lesson 3 - Persian Poetry
 Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
 Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
 Unit 5: Lesson 6 - Hispanic Poets
 Unit 5: Lesson 7 - American Poetry from 1776 to 1900
 Unit 5: Lesson 8 - Modernist American Poetry
 Unit 6: Lesson 1 - Types of Essays
 Unit 6: Lesson 2 - Organization of Ideas and Transition Words
 Unit 6: Lesson 3 - Persuasive Devices
 Unit 6: Lesson 4 - The Argumentative Essay
 Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
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 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 2 - History of Satire
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
 Unit 8: Lesson 5 - Satire in Almanacs
 Unit 8: Lesson 5: Activity: Book Report
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 Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
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 Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech
 Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 9: Quiz 1
 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
 Unit 10: Lesson 1 - Business Correspondence: E-mail
 Unit 10: Lesson 2 - Persuasive Work-Related Documents
 Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
 Unit 10: Lesson 4 - Graphics in Technical Documents
 Unit 10: Lesson 6 - Group Work and Following Procedures
 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

BENCHMARK /
 GRADE LEVEL
 INDICATOR

RI.11-
 12.5.

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.

English IV

Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
 Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
 Unit 7: Lesson 5 Activity: Draft Outline
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 9: Activity: Book Report
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
 Unit 10: Lesson 4 - Graphics in Technical Documents

BENCHMARK / GRADE LEVEL INDICATOR	RI.11- 12.6.	Determine an author's perspective 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.
<p>English IV</p> <p>Unit 1: Lesson 1 Activity: Predict with Evidence Unit 1: Lesson 2 - Author's Use of Language Unit 1: Lesson 4 - Analyzing Author's Style Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Quiz 2 Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 3 - Persuasive Devices Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 1: Activity: Book Report Unit 8: Lesson 8 - Evaluating a Literary Analysis of a Satire Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 9: Quiz 1 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum</p>		
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K-12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.11-
12.7.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

English IV

Unit 4: Lesson 9 - Writing a Fictionalized Characterization
Unit 4: Writing Project: Fictional Characterization
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 3 Activity: Researching Topic
Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 5 Activity: Draft Outline
Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
Unit 7: Lesson 7 Activity: Title, Introduction, and Conclusion
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Lesson 9 - Foreign Words and Phrases
Unit 7: Quiz 2
Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
Unit 9: Quiz 2
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 - Writing a Cover Letter and Resumé
Unit 10: Lesson 6 - Group Work and Following Procedures

BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.8.	<p>Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>English IV</p> <p>Unit 4: Lesson 2 - Middle English Period Unit 4: Quiz 1</p> <p>Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1" Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2" Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States Unit 6: Quiz 2 Unit 6: Quiz 3</p> <p>Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II Unit 9: Quiz 1 Unit 9: Quiz 2</p>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.9.	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>English IV</p> <p>Unit 4: Lesson 2 - Middle English Period Unit 4: Quiz 1</p> <p>Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1" Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2" Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States Unit 6: Quiz 2 Unit 6: Quiz 3</p> <p>Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II Unit 9: Quiz 1 Unit 9: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.10.	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>English IV</p> <p>Unit 4: Lesson 5 - Neoclassicism</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
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English IV

Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 6: Quiz 1
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 3 Activity: Researching Topic
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 5 Activity: Draft Outline
Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Lesson 9 - Foreign Words and Phrases
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 9: Activity - Persuasive Speech
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

PROFICIENCY LEVEL	W.11-12.1.b.	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.
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English IV

Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 6: Quiz 1
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 5 Activity: Draft Outline
Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Lesson 9 - Foreign Words and Phrases
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 9: Activity - Persuasive Speech
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 9: Quiz 3

PROFICIENCY LEVEL	W.11-12.1.c.	<p>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.</p> <p><u>English IV</u> Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 6: Quiz 1 Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 5 Activity: Draft Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 9: Activity - Persuasive Speech Unit 9: Lesson 8 - Revising and Editing a Motivational Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 9: Quiz 3</p>
PROFICIENCY LEVEL	W.11-12.1.d.	<p>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.</p> <p><u>English IV</u> Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 9: Activity - Persuasive Speech Unit 9: Lesson 8 - Revising and Editing a Motivational Speech</p>
PROFICIENCY LEVEL	W.11-12.1.e.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>English IV</u> Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism Unit 7: Lesson 5 Activity: Draft Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 2 Unit 9: Activity - Persuasive Speech</p>

PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. English IV Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 9: Activity - Persuasive Speech
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information. English IV Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 Activity - Draft Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 6: Quiz 1 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 1: Activity: Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Activity - Analyze a Speech Unit 9: Activity - Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé
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PROFICIENCY LEVEL	W.11-12.2.b.	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</p> <p>English IV</p> <p>Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project Fictional Characterization Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Quiz 1 Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 9 - Foreign Words and Phrases Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 3 Activity: Resumé</p>
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PROFICIENCY LEVEL	W.11-12.2.c.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>English IV</p> <p>Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé</p>
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PROFICIENCY LEVEL	W.11-12.2.d.	<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>English IV</p> <p>Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 2 - Organization of Ideas and Transition Words Unit 6: Quiz 1 Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé</p>
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PROFICIENCY LEVEL	W.11-12.2.e.	<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>English IV</p> <p>Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing</p> <p>Unit 1: Lesson 6 - Paraphrasing and Summarizing</p> <p>Unit 1: Lesson 7 - Making Inferences and Connections</p> <p>Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay</p> <p>Unit 1: Lesson 9 - Editing and Revising a Personal Essay</p> <p>Unit 1: Quiz 2</p> <p>Unit 3: Lesson 9 - Writing a Timed Expository Essay</p> <p>Unit 5: Lesson 9 - Writing a Literary Analysis</p> <p>Unit 6: Lesson 1 - Types of Essays</p> <p>Unit 6: Lesson 4 - The Argumentative Essay</p> <p>Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay</p> <p>Unit 7: Lesson 1 - Brainstorming a Topic</p> <p>Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report</p> <p>Unit 8: Lesson 9: Activity: Book Report</p> <p>Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay</p> <p>Unit 10: Lesson 1 - Business Correspondence: E-mail</p> <p>Unit 10: Lesson 2 - Persuasive Work-Related Documents</p> <p>Unit 10: Lesson 3 Activity: Resumé</p> <p>Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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PROFICIENCY LEVEL	W.11-12.2.f.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>English IV</p> <p>Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay</p> <p>Unit 7: Lesson 1 - Brainstorming a Topic</p> <p>Unit 7: Lesson 3 - Formulating a Research Question</p> <p>Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism</p> <p>Unit 7: Lesson 5 Activity: Draft Outline</p> <p>Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments</p> <p>Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments</p> <p>Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion</p> <p>Unit 7: Lesson 8 - Revising and Editing: Grammar Review</p> <p>Unit 7: Lesson 9 - Foreign Words and Phrases</p> <p>Unit 7: Quiz 2</p> <p>Unit 9: Activity - Persuasive Speech</p>
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PROFICIENCY LEVEL	W.11-12.2.g.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>English IV</p> <p>Unit 1: Lesson 6 - Paraphrasing and Summarizing</p> <p>Unit 1: Lesson 7 - Making Inferences and Connections</p> <p>Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay</p> <p>Unit 1: Lesson 9 - Editing and Revising a Personal Essay</p> <p>Unit 3: Lesson 9 - Writing a Timed Expository Essay</p> <p>Unit 5: Lesson 9 - Writing a Literary Analysis</p> <p>Unit 6: Lesson 1 - Types of Essays</p> <p>Unit 8: Lesson 9: Activity: Book Report</p> <p>Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay</p> <p>Unit 10: Lesson 3 Activity: Resumé</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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PROFICIENCY LEVEL W.11-12.3.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.

English IV

- Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
- Unit 1: Lesson 9 - Editing and Revising a Personal Essay
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 4: Writing Project: Fictional Characterization
- Unit 5: Lesson 9 - Writing a Literary Analysis
- Unit 6: Lesson 4 - The Argumentative Essay
- Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
- Unit 7: Quiz 2

PROFICIENCY LEVEL W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

English IV

- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 4: Writing Project: Fictional Characterization

PROFICIENCY LEVEL W.11-12.3.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).

English IV

- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 4: Writing Project: Fictional Characterization

PROFICIENCY LEVEL W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

English IV

- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 4: Writing Project: Fictional Characterization

PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p><u>English IV</u></p> <p>Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative</p> <p>Unit 2: Lesson 6 Activity - Begin to Write</p> <p>Unit 2: Lesson 7 Activity - Draft</p> <p>Unit 2: Lesson 8 - Revising a Fiction Narrative</p> <p>Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative</p> <p>Unit 4: Writing Project: Fictional Characterization</p>		

DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K-12
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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English IV

Unit 1: Lesson 6 - Paraphrasing and Summarizing
Unit 1: Lesson 7 - Making Inferences and Connections
Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
Unit 1: Lesson 9 - Editing and Revising a Personal Essay
Unit 1: Quiz 3
Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 Activity - Draft
Unit 2: Lesson 8 - Revising a Fiction Narrative
Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
Unit 3: Lesson 9 - Writing a Timed Expository Essay
Unit 4: Writing Project: Fictional Characterization
Unit 5: Activity: Write a Poem
Unit 5: Lesson 9 - Writing a Literary Analysis
Unit 6: Lesson 1 - Types of Essays
Unit 6: Lesson 2 - Organization of Ideas and Transition Words
Unit 6: Lesson 4 - The Argumentative Essay
Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
Unit 6: Quiz 1
Unit 7: Lesson 1 - Brainstorming a Topic
Unit 7: Lesson 2 - Determining Audience and Evaluating Sources
Unit 7: Lesson 3 - Formulating a Research Question
Unit 7: Lesson 3 Activity: Researching Topic
Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline
Unit 7: Lesson 5 Activity: Draft Outline
Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion
Unit 7: Lesson 8 - Revising and Editing: Grammar Review
Unit 7: Lesson 9 - Foreign Words and Phrases
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
Unit 8: Lesson 1: Activity: Book Report
Unit 8: Lesson 9: Activity: Book Report
Unit 9: Activity - Analyze a Speech
Unit 9: Activity - Persuasive Speech
Unit 9: Lesson 8 - Revising and Editing a Motivational Speech
Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay
Unit 10: Lesson 1 - Business Correspondence: E-mail
Unit 10: Lesson 2 - Persuasive Work-Related Documents
Unit 10: Lesson 3 Activity: Resumé
Unit 10: Lesson 4 - Graphics in Technical Documents

BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.5.	<p>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.)</p> <p>English IV</p> <p>Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 Activity - Draft Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 5: Activity: Write a Poem Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 1 - Business Correspondence: E-mail Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 3 Activity: Resumé Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.6.	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>English IV</p> <p>Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 4: Writing Project: Fictional Characterization Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 9 - Foreign Words and Phrases Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 Activity: Resumé Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.7.	<p>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.</p> <p>English IV Unit 4: Lesson 9 - Writing a Fictionalized Characterization Unit 4: Writing Project: Fictional Characterization Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 10: Lesson 3 - Writing a Cover Letter and Resumé Unit 10: Lesson 5 - Job Interview Skills Unit 10: Quiz 2</p>
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BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.8.	<p>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.</p> <p>English IV Unit 1: Lesson 6 - Paraphrasing and Summarizing Unit 1: Lesson 7 - Making Inferences and Connections Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 1: Quiz 2 Unit 4: Lesson 9 - Writing a Fictionalized Characterization Unit 4: Writing Project: Fictional Characterization Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 1 - Brainstorming a Topic Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 3 - Formulating a Research Question Unit 7: Lesson 3 Activity: Researching Topic Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism Unit 7: Lesson 5 - Critiquing the Research Plan and Making an Outline Unit 7: Lesson 5 Activity: Draft Outline Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments Unit 7: Lesson 7 Activity: Title , Introduction, and Conclusion Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report Unit 8: Lesson 1: Activity: Book Report Unit 8: Lesson 9: Activity: Book Report Unit 9: Activity - Analyze a Speech Unit 9: Activity - Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 3 - Writing a Cover Letter and Resumé</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL W.11-12.9.a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).

- English IV**
 Unit 4: Lesson 2 - Middle English Period
 Unit 4: Lesson 8 - The Modern Period
 Unit 5: Lesson 8 - Modernist American Poetry
 Unit 5: Quiz 3
 Unit 8: Lesson 5 - Satire in Almanacs
 Unit 8: Quiz 2

PROFICIENCY LEVEL W.11-12.9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

- English IV**
 Unit 4: Lesson 2 - Middle English Period
 Unit 4: Lesson 5 - Neoclassicism
 Unit 4: Quiz 1
 Unit 6: Lesson 5 - Analyze The Federalist Papers: “No. 30, Power of Taxation, Excerpt 1”
 Unit 6: Lesson 6 - Analyze The Federalist Papers: “No. 30, Power of Taxation, Excerpt 2”
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 9: Lesson 2 - George Washington’s First Inaugural Address, Part I
 Unit 9: Lesson 3 - George Washington’s First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson’s First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson’s First Inaugural Address, Part II
 Unit 9: Quiz 1
 Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. English IV Unit 1: Lesson 9 - Editing and Revising a Personal Essay Unit 2: Lesson 6 Activity - Begin to Write Unit 2: Lesson 7 Activity - Draft Unit 2: Lesson 8 - Revising a Fiction Narrative Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative Unit 3: Lesson 9 - Writing a Timed Expository Essay Unit 5: Activity: Write a Poem Unit 5: Lesson 9 - Writing a Literary Analysis Unit 6: Lesson 1 - Types of Essays Unit 6: Lesson 4 - The Argumentative Essay Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay Unit 7: Lesson 2 - Determining Audience and Evaluating Sources Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 7: Lesson 9 - Foreign Words and Phrases Unit 7: Quiz 1 Unit 9: Lesson 8 - Revising and Editing a Motivational Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Lesson 1 - Business Correspondence: E-mail Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 3 Activity: Resumé Unit 10: Lesson 4 - Graphics in Technical Documents
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

PROFICIENCY LEVEL	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. English IV Unit 1: Lesson 1 Activity: Predict with Evidence Unit 9: Activity - Analyze a Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 10: Activity: Group Discussion Project Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 6 - Group Work and Following Procedures Unit 10: Quiz 2
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PROFICIENCY LEVEL	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. English IV Unit 1: Lesson 1 Activity: Predict with Evidence Unit 7: Lesson 8 - Revising and Editing: Grammar Review Unit 9: Activity - Analyze a Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 10: Activity: Group Discussion Project Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 6 - Group Work and Following Procedures Unit 10: Quiz 2
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PROFICIENCY LEVEL	SL.11-12.1.c.	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>English IV Unit 1: Lesson 1 Activity: Predict with Evidence Unit 9: Activity - Analyze a Speech Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 10: Activity: Group Discussion Project Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 6 - Group Work and Following Procedures Unit 10: Quiz 2</p>
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PROFICIENCY LEVEL	SL.11-12.1.d.	<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>English IV Unit 9: Activity - Analyze a Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 10: Activity: Group Discussion Project Unit 10: Lesson 4 - Graphics in Technical Documents</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.2.	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>English IV Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 10: Lesson 2 - Persuasive Work-Related Documents Unit 10: Lesson 6 - Group Work and Following Procedures</p>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.3.	<p>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>English IV Unit 9: Activity - Analyze a Speech Unit 9: Lesson 1 - Listening to and Discussing a Political Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 9: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.4.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English IV Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac Unit 6: Lesson 3 - Persuasive Devices Unit 9: Activity - Analyze a Speech Unit 9: Activity - Persuasive Speech Unit 9: Lesson 1 - Listening to and Discussing a Political Speech Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 9: Lesson 7 - A Speech of Mahatma Gandhi Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 9: Quiz 1 Unit 10: Lesson 5 - Job Interview Skills</p>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.5.	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>English IV Unit 10: Activity: Group Discussion Project Unit 10: Lesson 6 - Group Work and Following Procedures</p>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.6.	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> <p>English IV Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay Unit 10: Activity: Group Discussion Project Unit 10: Lesson 5 - Job Interview Skills</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.11-12.1.a.	<p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>English IV Unit 1: Lesson 2 - Author's Use of Language Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay Unit 9: Activity - Persuasive Speech Unit 9: Lesson 6 - Speaking Skills: Present a Persuasive Speech</p>
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PROFICIENCY LEVEL L.11-12.1.b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

English IV

Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.11-12.2.a. Observe hyphenation conventions.

English IV
 Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
 Unit 2: Quiz 2

PROFICIENCY LEVEL L.11-12.2.b. Spell correctly.

English IV
 Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

PROFICIENCY LEVEL L.11-12.3.a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

English IV

Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
 Unit 1: Lesson 9 - Editing and Revising a Personal Essay
 Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
 Unit 3: Lesson 9 - Writing a Timed Expository Essay
 Unit 4: Writing Project: Fictional Characterization
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 6: Lesson 9 - Researching and Writing an Argumentative Essay
 Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
 Unit 7: Lesson 7 - The Introduction, Conclusion, and Counterarguments
 Unit 7: Lesson 7 Activity: Title, Introduction, and Conclusion
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Lesson 9 - Foreign Words and Phrases
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 9: Activity: Book Report
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

PROFICIENCY LEVEL L.11-12.3.b. Apply an understanding of syntax to the study of complex texts when reading.

English IV

Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

English IV

- Unit 1: Lesson 1 - Foundational Comprehension
- Unit 1: Lesson 1 Activity: Predict with Evidence
- Unit 1: Lesson 2 - Author’s Use of Language
- Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
- Unit 1: Lesson 4 - Analyzing Author’s Style
- Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 7 - Making Inferences and Connections
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: “The Story of an Hour” by Kate Chopin
- Unit 2: Lesson 3 - Making Inferences About a Drama: Cyrano de Bergerac
- Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
- Unit 2: Lesson 5 - Author’s Messages in Cyrano de Bergerac
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Quiz 1
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
- Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
- Unit 3: Quiz 1
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 5 - Neoclassicism
- Unit 4: Lesson 6 - The Romantic Period
- Unit 4: Lesson 7 - The Victorian Period
- Unit 4: Lesson 8 - The Modern Period
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
- Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
- Unit 5: Lesson 3 - Persian Poetry
- Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
- Unit 5: Lesson 5 - Ancient Aztec Poetry and Hindustan Legends
- Unit 5: Lesson 6 - Hispanic Poets
- Unit 5: Lesson 7 - American Poetry from 1776 to 1900
- Unit 5: Lesson 8 - Modernist American Poetry

Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 6: Lesson 1 - Types of Essays
 Unit 6: Lesson 2 - Organization of Ideas and Transition Words
 Unit 6: Lesson 3 - Persuasive Devices
 Unit 6: Lesson 4 - The Argumentative Essay
 Unit 6: Lesson 5 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 1"
 Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
 Unit 6: Lesson 7 - Supreme Court Decision: Schenck v. United States
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 1 - Brainstorming a Topic
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Quiz 1
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 1: Activity: Book Report
 Unit 8: Lesson 2 - History of Satire
 Unit 8: Lesson 3 - Satire III by Horace
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
 Unit 8: Lesson 5 - Satire in Almanacs
 Unit 8: Lesson 5: Activity: Book Report
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 Unit 9: Quiz 3
 Unit 10: Activity: Group Discussion Project
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 Unit 10: Lesson 7 - The Art of Money Getting by P. T. Barnum
 Unit 10: Lesson 8 - "Avoid Debt" and "Perseverance" by P. T. Barnum
 Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes

PROFICIENCY LEVEL	L.11-12.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
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English IV

Unit 10: Lesson 9 - Using College-Level Words With Derivational Morphemes
 Unit 10: Quiz 3

PROFICIENCY LEVEL	L.11-12.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
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English IV

Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Lesson 3 - Language Origins, Variations, and Dialects
 Unit 1: Lesson 9 - Editing and Revising a Personal Essay
 Unit 4: Lesson 9 - Writing a Fictionalized Characterization
 Unit 6: Lesson 8 - Speech to the U.S. House of Representatives on a Free Internet
 Unit 7: Lesson 4 - Logical Fallacies, Omissions, and Plagiarism

PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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English IV

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Unit 1: Lesson 1 Activity: Predict with Evidence
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Unit 1: Quiz 3
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Unit 2: Lesson 4 - Historical Setting and Culture: Cyrano de Bergerac
Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
Unit 2: Lesson 6 Activity - Begin to Write
Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
Unit 2: Quiz 1
Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
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Unit 4: Lesson 3 - Middle English Period (continued)
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Unit 6: Lesson 6 - Analyze The Federalist Papers: "No. 30, Power of Taxation, Excerpt 2"
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Unit 8: Lesson 5 - Satire in Almanacs
Unit 8: Lesson 5: Activity: Book Report
Unit 8: Lesson 6 - Stereotyping in Parodies: "Eve's Diary" by Mark Twain
Unit 8: Lesson 7 - "Extracts From Adam's Diary" by Mark Twain
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Unit 9: Lesson 2 - George Washington's First Inaugural Address, Part I
 Unit 9: Lesson 3 - George Washington's First Inaugural Address, Part II
 Unit 9: Lesson 4 - Thomas Jefferson's First Inaugural Address, Part I
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
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 Unit 9: Lesson 7 - A Speech of Mahatma Gandhi
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11- 12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

English IV

Unit 1: Lesson 4 - Analyzing Author's Style
 Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
 Unit 1: Quiz 2
 Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
 Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
 Unit 2: Quiz 1
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
 Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
 Unit 3: Quiz 2
 Unit 4: Lesson 5 - Neoclassicism
 Unit 5: Lesson 4 - The Shakespearean Sonnet; Compose a Poem
 Unit 5: Lesson 7 - American Poetry from 1776 to 1900
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
 Unit 8: Lesson 2 - History of Satire
 Unit 8: Lesson 4 - Gulliver's Travels by Jonathan Swift
 Unit 8: Quiz 1
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

PROFICIENCY LEVEL L.11-12.5.b. Analyze nuances in the meaning of words with similar denotations.

English IV

Unit 1: Lesson 1 - Foundational Comprehension
 Unit 1: Lesson 2 - Author's Use of Language
 Unit 1: Quiz 1
 Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
 Unit 4: Lesson 9 - Writing a Fictionalized Characterization
 Unit 5: Lesson 9 - Writing a Literary Analysis
 Unit 9: Lesson 5 - Thomas Jefferson's First Inaugural Address, Part II
 Unit 9: Lesson 9 - Writing a Rhetorical Analysis Essay

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / L.11- 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.

GRADE LEVEL
INDICATOR

L.11-
12.6.

English IV

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- Unit 1: Lesson 1 Activity: Predict with Evidence
- Unit 1: Lesson 2 - Author's Use of Language
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- Unit 1: Lesson 4 - Analyzing Author's Style
- Unit 1: Lesson 5 - Historical Context and Culture; Formal vs. Informal Writing
- Unit 1: Lesson 6 - Paraphrasing and Summarizing
- Unit 1: Lesson 7 - Making Inferences and Connections
- Unit 1: Lesson 8 - Discussing Ideas and Drafting a Personal Essay
- Unit 1: Lesson 9 - Editing and Revising a Personal Essay
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Theme in Fiction Genres: The Human Spirit
- Unit 2: Lesson 2 - Situational Irony and Paradox: "The Story of an Hour" by Kate Chopin
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- Unit 2: Lesson 5 - Author's Messages in Cyrano de Bergerac
- Unit 2: Lesson 6 - Elements of Plot; Plan a Fiction Narrative
- Unit 2: Lesson 6 Activity - Begin to Write
- Unit 2: Lesson 7 - Foreshadowing, Suspense, and Mood; Write a Fiction Narrative
- Unit 2: Lesson 7 Activity - Draft
- Unit 2: Lesson 8 - Revising a Fiction Narrative
- Unit 2: Lesson 9 - Hyphens, Dashes, and Ellipses; Edit and Publish a Fiction Narrative
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Literary Devices in Cyrano de Bergerac
- Unit 3: Lesson 2 - Aristocracy and Marriage in 17th-Century France; Cyrano de Bergerac
- Unit 3: Lesson 3 - Plot Elements and Details; Cyrano de Bergerac
- Unit 3: Lesson 4 - Figurative Language in Cyrano de Bergerac
- Unit 3: Lesson 5 - Theater and Script Elements; Cyrano de Bergerac
- Unit 3: Lesson 6 - The Resolution; Cyrano de Bergerac
- Unit 3: Lesson 7 - Motifs and Archetypes; Cyrano de Bergerac
- Unit 3: Lesson 8 - Writing About Literature: Compare the Real Cyrano to the Fictionalized Character
- Unit 3: Lesson 9 - Writing a Timed Expository Essay
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 1 - Old English Period
- Unit 4: Lesson 2 - Middle English Period
- Unit 4: Lesson 3 - Middle English Period (continued)
- Unit 4: Lesson 4 - The Renaissance
- Unit 4: Lesson 5 - Neoclassicism
- Unit 4: Lesson 6 - The Romantic Period
- Unit 4: Lesson 7 - The Victorian Period
- Unit 4: Lesson 8 - The Modern Period
- Unit 4: Lesson 9 - Writing a Fictionalized Characterization
- Unit 4: Quiz 1
- Unit 4: Quiz 3
- Unit 4: Writing Project: Fictional Characterization
- Unit 5: Lesson 1 - Ancient Poetry: Jewish, Greek, and Chinese
- Unit 5: Lesson 2 - Poetry of the Middle Ages in Europe
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 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lesson 1 - Brainstorming a Topic
 Unit 7: Lesson 6 - Using Rhetorical Devices and Counterarguments
 Unit 7: Lesson 8 - Revising and Editing: Grammar Review
 Unit 7: Lesson 9 - Foreign Words and Phrases
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: Lesson 1 - Introduction to Satire: Planning for a Book Report
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 Unit 10: Quiz 3

State: Ohio Learning Standards								
Subject: Language Arts								
Grade: 12								
100% of the lowest level standards for this state/subject/grade were met by English IV .								
0% of the lowest level standards for this state/subject/grade were <i>not</i> met by English IV .								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	College and Career Readiness Anchor Standards for Reading	100%	0	10	10	432		
	KEY IDEAS AND DETAILS	100%	0	3	3	139		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	100%	0	1	1	15		
2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.	100%	0	1	1	91		
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	100%	0	1	1	33		
	CRAFT AND STRUCTURE	100%	0	3	3	99		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.	100%	0	1	1	90		
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	100%	0	1	1	5		
6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.	100%	0	1	1	4		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	105		
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	100%	0	1	1	94		
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	100%	0	1	1	7		
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	100%	0	1	1	4		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	89		
10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.	100%	0	1	1	89		
	College and Career Readiness Anchor Standards for Writing	100%	0	10	10	210		
	TEXT TYPES AND PURPOSES	100%	0	3	3	49		
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	1	1	22		
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	1	1	21		
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	1	1	6		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	76		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	100%	0	1	1	44		
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	100%	0	1	1	18		
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	100%	0	1	1	14		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	3	3	63		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	100%	0	1	1	15		

8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	100%	0	1	1	22		
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	1	1	26		
	RANGE OF WRITING	100%	0	1	1	22		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	22		
	College and Career Readiness Anchor Standards for Speaking and Listening	100%	0	6	6	127		
	COMPREHENSION AND COLLABORATION	100%	0	3	3	114		
1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	100%	0	1	1	17		
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	100%	0	1	1	94		
3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.	100%	0	1	1	3		
	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	13		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	100%	0	1	1	5		
5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	100%	0	1	1	2		
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	100%	0	1	1	6		
	College and Career Readiness Anchor Standards for Language	100%	0	6	6	334		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	2	2	5		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	1	1	4		
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	1	1	1		
	KNOWLEDGE OF LANGUAGE	100%	0	1	1	88		
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	1	1	88		
	VOCABULARY ACQUISITION AND USE	100%	0	3	3	241		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	100%	0	1	1	110		
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	1	1	14		
6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	100%	0	1	1	117		
	Reading Standards for Literature K–12	100%	0	10	10	246		
	KEY IDEAS AND DETAILS	100%	0	4	4	98		
RL.11-12.1.	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	100%	0	1	1	37		
RL.11-12.2.	Analyze literary text development.	100%	0	2	2	27		
RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.	100%	0	1	1	24		
RL.11-12.2.b.	Produce a thorough analysis of the text.	100%	0	1	1	3		

RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	100%	0	1	1	34		
CRAFT AND STRUCTURE		100%	0	3	3	93		
RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	100%	0	1	1	51		
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	100%	0	1	1	11		
RL.11-12.6.	Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.	100%	0	1	1	31		
INTEGRATION OF KNOWLEDGE AND IDEAS		100%	0	2	2	8		
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	100%	0	1	1	2		
RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	100%	0	1	1	6		
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		100%	0	1	1	47		
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.	100%	0	1	1	47		
Reading Standards for Informational Text K–12		100%	0	11	11	420		
KEY IDEAS AND DETAILS		100%	0	4	4	254		
RI.11-12.1.	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.	100%	0	1	1	83		
RI.11-12.2.	Analyze informational text development.	100%	0	2	2	167		
RI.11-12.2.a.	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.	100%	0	1	1	84		
RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.	100%	0	1	1	83		
RI.11-12.3.	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.	100%	0	1	1	4		
CRAFT AND STRUCTURE		100%	0	3	3	116		
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	100%	0	1	1	83		
RI.11-12.5.	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.	100%	0	1	1	11		

RI.11-12.6.	Determine an author's perspective 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.	100%	0	1	1	22		
	INTEGRATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	49		
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	100%	0	1	1	23		
RI.11-12.8.	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	100%	0	1	1	13		
RI.11-12.9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	100%	0	1	1	13		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	100%	0	1	1	1		
RI.11-12.10.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	100%	0	1	1	1		
	Writing Standards K–12	100%	0	26	26	405		
	TEXT TYPES AND PURPOSES	100%	0	18	18	236		
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	100%	0	6	6	98		
W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.	100%	0	1	1	22		
W.11-12.1.b.	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.	100%	0	1	1	22		
W.11-12.1.c.	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.	100%	0	1	1	23		
W.11-12.1.d.	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.	100%	0	1	1	11		
W.11-12.1.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	12		
W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.	100%	0	1	1	8		
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	100%	0	7	7	99		
W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.	100%	0	1	1	20		
W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.	100%	0	1	1	18		
W.11-12.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	100%	0	1	1	11		
W.11-12.2.d.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	100%	0	1	1	9		
W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	100%	0	1	1	19		

W.11-12.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	100%	0	1	1	12		
W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	100%	0	1	1	10		
W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	100%	0	5	5	39		
W.11-12.3.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.	100%	0	1	1	13		
W.11-12.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	100%	0	1	1	7		
W.11-12.3.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).	100%	0	1	1	6		
W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	100%	0	1	1	7		
W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	100%	0	1	1	6		
	PRODUCTION AND DISTRIBUTION OF WRITING	100%	0	3	3	82		
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	100%	0	1	1	44		
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	100%	0	1	1	24		
W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	100%	0	1	1	14		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	100%	0	4	4	65		
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	100%	0	1	1	13		
W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.	100%	0	1	1	32		
W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	100%	0	2	2	20		
W.11-12.9.a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).	100%	0	1	1	6		
W.11-12.9.b.	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	100%	0	1	1	14		
	RANGE OF WRITING	100%	0	1	1	22		
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	100%	0	1	1	22		

	Speaking and Listening Standards K–12	100%	0	9	9	54		
	COMPREHENSION AND COLLABORATION	100%	0	6	6	35		
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	100%	0	4	4	27		
SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	100%	0	1	1	7		
SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	100%	0	1	1	8		
SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	100%	0	1	1	8		
SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	100%	0	1	1	4		
SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	100%	0	1	1	4		
SL.11-12.3.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	100%	0	1	1	4		
	PRESENTATION OF KNOWLEDGE AND IDEAS	100%	0	3	3	19		
SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	100%	0	1	1	11		
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	100%	0	1	1	2		
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	100%	0	1	1	6		
	Language Standards K–12	100%	0	13	13	354		
	CONVENTIONS OF STANDARD ENGLISH	100%	0	4	4	12		
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	100%	0	2	2	9		
L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	100%	0	1	1	4		
L.11-12.1.b.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	100%	0	1	1	5		
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	100%	0	2	2	3		
L.11-12.2.a.	Observe hyphenation conventions.	100%	0	1	1	2		
L.11-12.2.b.	Spell correctly.	100%	0	1	1	1		
	KNOWLEDGE OF LANGUAGE	100%	0	2	2	16		
L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	100%	0	2	2	16		
L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	100%	0	1	1	15		
L.11-12.3.b.	Apply an understanding of syntax to the study of complex texts when reading.	100%	0	1	1	1		

	VOCABULARY ACQUISITION AND USE	100%	0	7	7	326		
L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	100%	0	4	4	183		
L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	100%	0	1	1	87		
L.11-12.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	100%	0	1	1	2		
L.11-12.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	100%	0	1	1	6		
L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	100%	0	1	1	88		
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	100%	0	2	2	26		
L.11-12.5.a.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	100%	0	1	1	18		
L.11-12.5.b.	Analyze nuances in the meaning of words with similar denotations.	100%	0	1	1	8		
L.11-12.6.	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.	100%	0	1	1	117		

Main Criteria: Ohio Learning Standards
Secondary Criteria: Algebra I, Algebra II, Geometry
Subject: Mathematics
Grades: 9, 10, 11, 12
Correlation Options: Show All
 Include Correlation Statistics

Ohio Learning Standards
Mathematics
 Grade: 9 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	OH.MP.	Standards for Mathematical Practice
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STANDARD /
BENCHMARK

MP.1.

Make sense of problems and persevere in solving them.

Algebra II

- Unit 1: Activity - Formulating and Solving Inverse Variation Functions
- Unit 1: Lesson 3 - Polynomials
- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lesson 1 - Standard Form of a Linear Equation
- Unit 2: Lesson 10 - Linear Systems, Continued
- Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
- Unit 2: Lesson 3 - Piecewise Linear Relations
- Unit 2: Lesson 4 - Absolute Value and Distance
- Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 2: Lesson 6 - Composition of Linear Functions
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Lesson 8 - Linear Relations with Three Unknowns
- Unit 2: Lesson 9 - Linear Systems
- Unit 2: Project 1 - Analyzing the Absolute Value Function
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lesson 1 - Definitions and Examples
- Unit 3: Lesson 2 - Addition and Subtraction
- Unit 3: Lesson 3 - Multiplication
- Unit 3: Lesson 4 - Multiplication, continued
- Unit 3: Lesson 5 - Elementary Row Operations
- Unit 3: Lesson 6 - Solving Systems of Linear Equations
- Unit 3: Lesson 7 - Determinants
- Unit 3: Lesson 8 - Cramer's Rule
- Unit 3: Lesson 9 - Inverse
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
- Unit 4: Lesson 2 - Equations of Circles
- Unit 4: Lesson 3 - Graphs of Circles
- Unit 4: Lesson 4 - Equations of Ellipses
- Unit 4: Lesson 5 - Graphs of Ellipses
- Unit 4: Lesson 6 - Equations of Hyperbolas
- Unit 4: Lesson 7 - Graphs of Hyperbolas
- Unit 4: Lesson 8 - Equations of Parabolas
- Unit 4: Lesson 9 - Graphs of Parabolas
- Unit 4: Quiz 1
- Unit 4: Quiz 2
- Unit 4: Quiz 3

Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2

Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors
Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications

Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
 Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
 Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
 Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
 Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
 Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
 Unit 6 - Systems of Equations and Inequalities: Quiz 1
 Unit 6 - Systems of Equations and Inequalities: Quiz 2
 Unit 6 - Systems of Equations and Inequalities: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
 Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 2
 Unit 7 - Exponents and Exponential Functions: Quiz 3
 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
 Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
 Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
 Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
 Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
 Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
 Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
 Unit 8 - Polynomials and Factoring: Quiz 1
 Unit 8 - Polynomials and Factoring: Quiz 2
 Unit 8 - Polynomials and Factoring: Quiz 3
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Quiz 3

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MP.2.

Reason abstractly and quantitatively.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 4 - Absolute Value and Distance
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Lesson 9 - Linear Systems
Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents

Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings

Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!

STANDARD /
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MP.3.

Construct viable arguments and critique the reasoning of others.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Definitions and Examples
 Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 7 - Determinants
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
 Unit 4: Lesson 2 - Equations of Circles
 Unit 4: Lesson 3 - Graphs of Circles
 Unit 4: Lesson 4 - Equations of Ellipses
 Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation

Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2

Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

STANDARD /
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MP.4.

Model with mathematics.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
Unit 1: Lesson 1 - Real Numbers and Their Subsets
Unit 1: Lesson 2 - Relations and Properties
Unit 1: Lesson 3 - Polynomials
Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Lesson 9 - Functions
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 10 - Linear Systems, Continued
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 4 - Absolute Value and Distance
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Lesson 9 - Linear Systems
Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2

Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions

Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra

Unit 2 - Introduction and Basics to Algebra: Quiz 2

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change

Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 4 - Linear Functions and Slope: Quiz 3

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)

Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications

Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution

Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables

Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)

Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities

Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)

Unit 6 - Systems of Equations and Inequalities: Quiz 1

Unit 6 - Systems of Equations and Inequalities: Quiz 2

Unit 6 - Systems of Equations and Inequalities: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions

Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 7 - Exponents and Exponential Functions: Quiz 3

Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials

Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)

Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials

Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)

Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products

Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials

Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)

Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials

Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)

Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
 Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
 Unit 8 - Polynomials and Factoring: Quiz 1
 Unit 8 - Polynomials and Factoring: Quiz 2
 Unit 8 - Polynomials and Factoring: Quiz 3
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Quiz 3

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MP.5. Use appropriate tools strategically.

Algebra II

Unit 8: Lesson 3 - Applications of Exponential Functions
 Unit 8: Quiz 1

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
 Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
 Unit 1: Lesson 3 - Measuring Line Segments
 Unit 1: Lesson 4 - Applying Formulas to Line Segments
 Unit 1: Lesson 5 - Angles
 Unit 1: Lesson 6 - Angle Pairs
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 3: Lab 3.1: Constructing Parallel Lines
 Unit 3: Lab 3.2: Constructing Perpendicular Lines
 Unit 3: Quiz 2
 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Quiz 1
 Unit 6: Lab 6.1: Constructing a Rectangle
 Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 8: 3D Slicing 2D Shapes
 Unit 8: Cross Sections
 Unit 8: Intro to conic sections
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lab: Using Technology to Evaluate Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
 Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
 Unit 6 - Systems of Equations and Inequalities: Quiz 1

STANDARD /
BENCHMARK

MP.6. Attend to precision.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Lesson 9 - Functions
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 10 - Linear Systems, Continued
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 4 - Absolute Value and Distance
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Lesson 9 - Linear Systems
Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions

Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 3
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors
Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 3

STANDARD /
BENCHMARK

MP.7.

Look for and make use of structure.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
Unit 1: Lesson 1 - Real Numbers and Their Subsets
Unit 1: Lesson 2 - Relations and Properties
Unit 1: Lesson 3 - Polynomials
Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Lesson 9 - Functions
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 10 - Linear Systems, Continued
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 4 - Absolute Value and Distance
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Lesson 9 - Linear Systems
Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2

Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines

Unit 3: Lab 3.2: Constructing Perpendicular Lines
 Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
 Unit 3: Quiz 2
 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 4: Lesson 1 - Introduction to Polygons
 Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 7 - Pythagorean Inequality Theorem
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 6: Lab 6.1: Constructing a Rectangle
 Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
 Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
 Unit 6: Quiz 3
 Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2
 Unit 8: Lesson 1 - Three-Dimensional Figures
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
 Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
 Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
 Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
 Unit 10 - Solving Quadratic Equations: Quiz 1
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
 Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
 Unit 2 - Introduction and Basics to Algebra: Quiz 1
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations

Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1

Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
 Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
 Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
 Unit 8 - Polynomials and Factoring: Quiz 1
 Unit 8 - Polynomials and Factoring: Quiz 2
 Unit 8 - Polynomials and Factoring: Quiz 3
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Quiz 3

STANDARD /
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MP.8. Look for and express regularity in repeated reasoning.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Definitions and Examples
 Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 7 - Determinants
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
 Unit 4: Lesson 2 - Equations of Circles
 Unit 4: Lesson 3 - Graphs of Circles
 Unit 4: Lesson 4 - Equations of Ellipses
 Unit 4: Lesson 5 - Graphs of Ellipses
 Unit 4: Lesson 6 - Equations of Hyperbolas
 Unit 4: Lesson 7 - Graphs of Hyperbolas
 Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events

Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Quiz 1
Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections
 Unit 8: Intro to conic sections
 Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Quiz 2
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Extend the properties of exponents to rational exponents.

PROFICIENCY LEVEL N.RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 2

PROFICIENCY LEVEL N.RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
 Unit 10 - Solving Quadratic Equations: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 2

Algebra II

Unit 7: Lesson 5 - Fractional Exponents
 Unit 7: Lesson 6 - Radical Expressions
 Unit 7: Lesson 9 - Composition of Functions
 Unit 7: Quiz 2
 Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
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STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use properties of rational and irrational numbers.

PROFICIENCY LEVEL N.RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Algebra II

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.Q.	QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Reason quantitatively and use units to solve problems.

PROFICIENCY LEVEL N.Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

No Correlations

PROFICIENCY LEVEL N.Q.2. Define appropriate quantities for the purpose of descriptive modeling.

No Correlations

PROFICIENCY LEVEL N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations with complex numbers.

PROFICIENCY LEVEL N.CN.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Algebra II

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Quiz 2

Unit 5: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers

PROFICIENCY LEVEL	N.CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 2 Unit 5: Quiz 3
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PROFICIENCY LEVEL	N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers. Algebra II Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Represent complex numbers and their operations on the complex plane.

PROFICIENCY LEVEL	N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° . Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 2 Unit 5: Quiz 3
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PROFICIENCY LEVEL	N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use complex numbers in polynomial identities and equations.

PROFICIENCY LEVEL	N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions. Algebra II Unit 5: Lesson 5 - Imaginary and Complex Numbers Unit 5: Quiz 2
PROFICIENCY LEVEL	N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Quiz 2
PROFICIENCY LEVEL	N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Lesson 6 - Rational Roots Test Unit 6: Quiz 2 Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and model with vector quantities.

PROFICIENCY LEVEL	N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , $ \vec{v} $, $\ \vec{v}\ $, $\vec{v} \rightarrow$. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
PROFICIENCY LEVEL	N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3

PROFICIENCY LEVEL	N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.4.	(+) Add and subtract vectors.

INDICATOR N.VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

No Correlations

INDICATOR N.VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

No Correlations

INDICATOR N.VM.4.c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.5.	(+) Multiply a vector by a scalar.

INDICATOR N.VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

No Correlations

INDICATOR	N.VM.5.b	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
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No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on matrices, and use matrices in applications.

PROFICIENCY LEVEL	N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
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No Correlations

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

Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.
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Algebra II

Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

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

Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Algebra II Unit 3: Lesson 2 - Addition and Subtraction Unit 3: Lesson 4 - Multiplication, continued Unit 3: Lesson 5 - Elementary Row Operations Unit 3: Lesson 6 - Solving Systems of Linear Equations Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
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PROFICIENCY LEVEL	N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. No Correlations
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PROFICIENCY LEVEL	N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. Algebra II Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.
PROFICIENCY LEVEL	A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.

INDICATOR	A.SSE.1. a.	Interpret parts of an expression, such as terms, factors, and coefficients. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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INDICATOR	A.SSE.1. b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
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STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.

PROFICIENCY LEVEL A.SSE.2. Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Algebra II

- Unit 1: Lesson 3 - Polynomials
- Unit 1: Quiz 1
- Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
- Unit 6: Lesson 3 - Factoring Patterns
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lesson 1 - Simplifying Rational Expressions
- Unit 7: Lesson 3 - Asymptotic Behavior
- Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.
PROFICIENCY LEVEL	A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

INDICATOR A.SSE.3. Factor a quadratic expression to reveal the zeros of the function it defines.
a.

Algebra II

- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Quiz 2
- Unit 5: Lesson 2 - Solving by Factoring
- Unit 5: Quiz 1
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 2

Algebra I

- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
- Unit 8 - Polynomials and Factoring: Quiz 3
- Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
- Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	A.SSE.3. b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Algebra II Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	A.SSE.3. c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as 2^{3t} . Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3 Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.

PROFICIENCY LEVEL	A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.
		<p><u>Algebra II</u> Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations on polynomials.
PROFICIENCY LEVEL	A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

INDICATOR	A.APR.1. a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)
		No Correlations

INDICATOR	A.APR.1. b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 1 - Simplifying Rational Expressions Unit 7: Lesson 6 - Radical Expressions Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationship between zeros and factors of polynomials.

PROFICIENCY LEVEL	A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
		<p>Algebra II</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 1</p> <p>Unit 7: Lesson 1 - Simplifying Rational Expressions</p> <p>Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.
		<p>Algebra II</p> <p>Unit 5: Lesson 1 - Solving by Graphing</p> <p>Unit 6: Lesson 5 - Polynomial Roots</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 2</p> <p>Unit 7: Lesson 3 - Asymptotic Behavior</p> <p>Unit 7: Quiz 1</p> <p>Algebra I</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 1</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 1</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use polynomial identities to solve problems.

PROFICIENCY LEVEL	A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
		No Correlations

PROFICIENCY LEVEL	A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
		<p>Algebra II</p> <p>Unit 6: Lesson 3 - Factoring Patterns</p> <p>Unit 6: Quiz 1</p> <p>Unit 9: Lesson 3 - Statistical Experiments</p> <p>Unit 9: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Rewrite rational expressions.

PROFICIENCY LEVEL A.APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

PROFICIENCY LEVEL 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.

Algebra II

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.

INDICATOR	A.CED.1. a.	Focus on applying linear and simple exponential expressions. (A1, M1) Algebra II Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations Algebra I Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Geometry Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3
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INDICATOR	A.CED.1. b.	Focus on applying simple quadratic expressions. (A1, M2) No Correlations
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INDICATOR	A.CED.1. c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

INDICATOR A.CED.2. Focus on applying linear and simple exponential expressions. (A1, M1)
a.

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Quiz 2
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

INDICATOR A.CED.2. Focus on applying simple quadratic expressions. (A1, M2)
b.

Algebra II

- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 4: Lesson 8 - Equations of Parabolas
- Unit 4: Lesson 9 - Graphs of Parabolas
- Unit 4: Quiz 4
- Unit 5: Lesson 1 - Solving by Graphing
- Unit 5: Lesson 4 - Solving With the Quadratic Formula
- Unit 5: Quiz 2
- Unit 7: Lesson 8 - Inverses of Radical Equations
- Unit 7: Lesson 9 - Composition of Functions
- Unit 7: Quiz 3

Algebra I

- Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
- Unit 10 - Solving Quadratic Equations: Quiz 2
- Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
- Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
- Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
- Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
- Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
- Unit 9 - Graphing Quadratic Functions: Quiz 1
- Unit 9 - Graphing Quadratic Functions: Quiz 2
- Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.CED.2. Extend to include more complicated function situations with the option to graph with technology. (A2, M3)
c.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)

INDICATOR A.CED.3. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra I

- Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
- Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
- Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
- Unit 3 - Equations and Inequalities: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
- Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
- Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
- Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
- Unit 5 - Writing and Graphing Linear Equations: Quiz 1
- Unit 5 - Writing and Graphing Linear Equations: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Quiz 3
- Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
- Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
- Unit 6 - Systems of Equations and Inequalities: Quiz 1
- Unit 6 - Systems of Equations and Inequalities: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 2: Lesson 1 - Standard Form of a Linear Equation
- Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
- Unit 2: Lesson 3 - Piecewise Linear Relations
- Unit 2: Quiz 1
- Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
- Unit 8: Project 2 - Formulate Exponential Equations

Geometry

- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 3
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Quiz 2
 Unit 6: Lesson 7 - Inverses of Polynomial Functions
 Unit 6: Quiz 3
 Unit 7: Lesson 8 - Inverses of Radical Equations
 Unit 7: Quiz 3
 Unit 8: Lesson 4 - Inverse of an Exponential Function
 Unit 8: Quiz 2
 Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Understand solving equations as a process of reasoning and explain the reasoning.

PROFICIENCY LEVEL A.REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Quiz 1

Geometry

Unit 2: Lesson 5 - Algebraic Proofs
 Unit 2: Quiz 3

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Quiz 2

PROFICIENCY LEVEL A.REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Project 3 - Rational Functions in Real-World Situations

Unit 7: Project 4 - Analyzing Radical Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.

PROFICIENCY LEVEL A.REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations

Unit 2 - Introduction and Basics to Algebra: Quiz 2

Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides

Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications

Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities

Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities

Unit 3 - Equations and Inequalities: Quiz 1

Unit 3 - Equations and Inequalities: Quiz 2

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.
PROFICIENCY LEVEL	A.REI.4.	Solve quadratic equations in one variable.

INDICATOR A.REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.b. Solve quadratic equations as appropriate to the initial A.REI.4 form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.c. (+) Derive the quadratic formula using the method of completing the square.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY
LEVEL

A.REI.5.

Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 9 - Linear Systems

Unit 2: Quiz 3

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.
PROFICIENCY LEVEL	A.REI.6.	Solve systems of linear equations algebraically and graphically.

INDICATOR A.REI.6.a. Limit to pairs of linear equations in two variables. (A1, M1)

Algebra II

- Unit 2: Lesson 10 - Linear Systems, Continued
- Unit 2: Lesson 9 - Linear Systems
- Unit 2: Quiz 3
- Unit 5: Lesson 8 - Systems of Equations
- Unit 5: Lesson 9 - Systems of Equations, continued
- Unit 5: Quiz 3

Algebra I

- Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
- Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
- Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
- Unit 6 - Systems of Equations and Inequalities: Quiz 1
- Unit 6 - Systems of Equations and Inequalities: Quiz 2

INDICATOR A.REI.6.b Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)

Algebra II

- Unit 2: Lesson 10 - Linear Systems, Continued
- Unit 2: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY LEVEL A.REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Algebra II

- Unit 5: Lesson 8 - Systems of Equations
- Unit 5: Lesson 9 - Systems of Equations, continued
- Unit 5: Quiz 3

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

Algebra II

- Unit 3: Lesson 6 - Solving Systems of Linear Equations
- Unit 3: Lesson 8 - Cramer's Rule
- Unit 3: Lesson 9 - Inverse
- Unit 3: Quiz 2
- Unit 3: Quiz 3

PROFICIENCY LEVEL	A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).
		<p>Algebra II</p> <p>Unit 3: Lesson 6 - Solving Systems of Linear Equations</p> <p>Unit 3: Lesson 8 - Cramer's Rule</p> <p>Unit 3: Lesson 9 - Inverse</p> <p>Unit 3: Quiz 2</p> <p>Unit 3: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and solve equations and inequalities graphically.

PROFICIENCY LEVEL	A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
		No Correlations

PROFICIENCY LEVEL	A.REI.11.	Explain why the x-coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.
		<p>Algebra II</p> <p>Unit 2: Lesson 10 - Linear Systems, Continued</p> <p>Unit 2: Lesson 9 - Linear Systems</p> <p>Unit 2: Quiz 3</p> <p>Unit 5: Lesson 8 - Systems of Equations</p> <p>Unit 5: Lesson 9 - Systems of Equations, continued</p> <p>Unit 5: Quiz 3</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 1</p>

PROFICIENCY LEVEL	A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
		<p>Algebra II</p> <p>Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 1: Quiz 2</p> <p>Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 2: Quiz 2</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the concept of a function, and use function notation.

PROFICIENCY LEVEL F.IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Algebra II

- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 2: Lesson 6 - Composition of Linear Functions
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Quiz 2
- Unit 6: Lesson 7 - Inverses of Polynomial Functions
- Unit 6: Quiz 3
- Unit 7: Lesson 9 - Composition of Functions
- Unit 7: Quiz 3

Algebra I

- Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
- Unit 2 - Introduction and Basics to Algebra: Quiz 2
- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
- Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Algebra II

- Unit 8: Project 2 - Formulate Exponential Equations

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
- Unit 4 - Linear Functions and Slope: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.(A2, M3)
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INDICATOR F.IF.4.a. Focus on linear and exponential functions. (M1)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 5: Lesson 1 - Solving by Graphing

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

(Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR F.IF.4.b. Focus on linear, quadratic, and exponential functions. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Quiz 3
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Quiz 1
 Unit 5: Lesson 1 - Solving by Graphing
 Unit 6: Lesson 5 - Polynomial Roots
 Unit 6: Quiz 2
 Unit 7: Lesson 3 - Asymptotic Behavior
 Unit 7: Project 4 - Analyzing Radical Functions
 Unit 7: Quiz 1
 Unit 8: Project 1 - Analyzing Exponential Functions
 Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
 Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 1
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs
 Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.
PROFICIENCY LEVEL	F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

INDICATOR	F.IF.5.a.	<p>Focus on linear and exponential functions. (M1)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.b.	<p>Focus on linear, quadratic, and exponential functions. (A1, M2)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.c.	<p>Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.6.	<p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)</p> <p>Algebra II Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Quiz 1</p> <p>Algebra I Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Geometry Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.

INDICATOR F.IF.7.a. Graph linear functions and indicate intercepts. (A1, M1)

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Quiz 2

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Quiz 2

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR F.IF.7.b. Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Quiz 2

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Lesson 8 - Inverses of Radical Equations

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR	F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Lesson 4 - Absolute Value and Distance Unit 2: Project 1 - Analyzing the Absolute Value Function Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Project 4 - Analyzing Radical Functions Unit 7: Quiz 3</p>
INDICATOR	F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)
		<p><u>Algebra II</u> Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3</p>
INDICATOR	F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 2 - Graphing Rational Equations Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Lesson 4 - Rational Inequalities Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p>

INDICATOR	F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.
		<p><u>Algebra II</u></p> <p>Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 2 Unit 8: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.

PROFICIENCY LEVEL	F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
INDICATOR	F.IF.8.a.	<p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2 Unit 5: Lesson 2 - Solving by Factoring Unit 5: Lesson 3 - The Quadratic Formula Unit 5: Quiz 1</p> <p>Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR	F.IF.8.b.	<p>Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p>Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)

INDICATOR	F.IF.9.a.	Focus on linear and exponential functions. (M1) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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INDICATOR	F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.
PROFICIENCY LEVEL	F.BF.1.	Write a function that describes a relationship between two quantities.

INDICATOR	<p>F.BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)</p> <p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Quiz 1 Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
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INDICATOR	<p>F.BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)</p> <p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>
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INDICATOR	<p>F.BF.1.c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p> <p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.

PROFICIENCY LEVEL F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

Unit 8: Project 2 - Formulate Exponential Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)

INDICATOR F.BF.3.a. Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

Algebra II

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Quiz 1

Unit 7: Lesson 2 - Graphing Rational Equations

Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions

Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities

Unit 8: Quiz 1

Unit 8: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.4.	Find inverse functions.

INDICATOR F.BF.4.a. Informally determine the input of a function when the output is known. (A1, M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.b. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.c. (+) Verify by composition that one function is the inverse of another. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR	F.BF.4.d. (+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

INDICATOR	F.BF.4.e. (+) Produce an invertible function from a non-invertible function by restricting the domain.
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.

PROFICIENCY LEVEL	F.BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
	<p>Algebra II</p> <p>Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.
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INDICATOR F.LE.1.a. Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <u>Algebra II</u> Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 1 <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.2.	<p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p> <p><u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations</p>
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PROFICIENCY LEVEL	F.LE.3.	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	F.LE.4.	<p>For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p><u>Algebra II</u> Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret expressions for functions in terms of the situation they model.

PROFICIENCY LEVEL	F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context. Algebra II Unit 7: Project 4 - Analyzing Radical Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 4 - Analyzing Logarithmic Functions
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Extend the domain of trigonometric functions using the unit circle.

PROFICIENCY LEVEL	F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
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Algebra II
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
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Algebra II
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
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Algebra II
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Algebra II Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3 Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Model periodic phenomena with trigonometric functions.

PROFICIENCY LEVEL	F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra II Unit 10: Lesson 5 - Periodic Motion Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 2 Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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PROFICIENCY LEVEL	F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply trigonometric identities.

PROFICIENCY LEVEL	F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. Algebra II Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems. Algebra II Unit 10: Lesson 7 - Trigonometric Formulas Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.
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Geometry

- Unit 1: Lab 1.1: Constructing Line Segments
- Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Lesson 2 - Undefined Terms
- Unit 1: Lesson 3 - Measuring Line Segments
- Unit 1: Lesson 4 - Applying Formulas to Line Segments
- Unit 1: Lesson 5 - Angles
- Unit 1: Lesson 6 - Angle Pairs
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lab 2.1: Solving Grid Logic Puzzles
- Unit 2: Lab 2.2: Proof Planning
- Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
- Unit 2: Lesson 2 - Conditional Statements
- Unit 2: Lesson 3 - Deductive Reasoning
- Unit 2: Lesson 4 - Algebraic and Geometric Properties
- Unit 2: Lesson 5 - Algebraic Proofs
- Unit 2: Lesson 6 - Geometric Proofs
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lab 3.1: Constructing Parallel Lines
- Unit 3: Lab 3.2: Constructing Perpendicular Lines
- Unit 3: Lesson 1 - Lines and Transversals
- Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
- Unit 3: Lesson 3 - Proving Lines Parallel
- Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
- Unit 3: Lesson 5 - Line Slope and the Slope Formula
- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 4: Lesson 1 - Introduction to Polygons
 Unit 4: Lesson 2 - Classifying Triangles
 Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
 Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
 Unit 4: Lesson 6 - Triangles and Coordinate Proof
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
 Unit 5: Lesson 2 - Triangle Bisectors
 Unit 5: Lesson 3 - Medians and Altitudes
 Unit 5: Lesson 4 - The Triangle Midsegment Theorem
 Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
 Unit 5: Lesson 6 - Inequalities in Two Triangles
 Unit 5: Lesson 7 - Pythagorean Inequality Theorem
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lab 6.1: Constructing a Rectangle
 Unit 6: Lesson 1 - Properties of Parallelograms
 Unit 6: Lesson 2 - Proving Parallelograms
 Unit 6: Lesson 3 - Rectangles
 Unit 6: Lesson 4 - Rhombuses and Squares
 Unit 6: Lesson 5 - Kites and Trapezoids
 Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
 Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3
 Unit 8: 3D Slicing 2D Shapes
 Unit 8: Cross Sections
 Unit 8: Intro to conic sections
 Unit 8: Lesson 1 - Three-Dimensional Figures
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions

Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

PROFICIENCY LEVEL G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.

Geometry

Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.
PROFICIENCY LEVEL	G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.

INDICATOR G.CO.3.a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

INDICATOR G.CO.3.b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Understand congruence in terms of rigid motions.

PROFICIENCY LEVEL	G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3 <u>Algebra II</u> Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 4: Quiz 4
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PROFICIENCY LEVEL	G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
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PROFICIENCY LEVEL G.CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Quiz 2

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Prove geometric theorems both formally and informally using a variety of methods.

PROFICIENCY LEVEL G.CO.9. Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Geometry

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Quiz 1

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

PROFICIENCY LEVEL	G.CO.10. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
	<p><u>Geometry</u></p> <p>Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 1 - Introduction to Polygons Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1</p> <p><u>Algebra II</u></p> <p>Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p>

PROFICIENCY LEVEL	G.CO.11. Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	<p><u>Geometry</u></p> <p>Unit 6: Lesson 1 - Properties of Parallelograms Unit 6: Lesson 2 - Proving Parallelograms Unit 6: Lesson 3 - Rectangles Unit 6: Lesson 4 - Rhombuses and Squares Unit 6: Lesson 5 - Kites and Trapezoids Unit 6: Quiz 1 Unit 6: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Make geometric constructions.

PROFICIENCY LEVEL	G.CO.12.	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Geometry</p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 5 - Angles Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents Unit 8: 3D Slicing 2D Shapes Unit 8: Cross Sections Unit 8: Intro to conic sections Unit 8: Rotating 2D shapes in 3D Unit 8: Slicing 3-D Figures Unit 8: Slicing a rectangular pyramid Unit 8: Ways to cross-section a cube</p>
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PROFICIENCY LEVEL	G.CO.13.	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Geometry</p> <p>Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Classify and analyze geometric figures.

PROFICIENCY LEVEL G.CO.14. Classify two-dimensional figures in a hierarchy based on properties.

Geometry

- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Quiz 1
- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Lesson 3 - Arcs and Chords
- Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
- Unit 7: Lesson 5 - Inscribed Angles
- Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.
PROFICIENCY LEVEL	G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor:

INDICATOR G.SRT.1. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

INDICATOR G.SRT.1. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.

PROFICIENCY LEVEL G.SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Geometry

Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates

PROFICIENCY LEVEL G.SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Geometry

Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Quiz 2
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply theorems both formally and informally involving similarity using a variety of methods.

PROFICIENCY LEVEL G.SRT.4. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Geometry

Unit 5: Lesson 4 - The Triangle Midsegment Theorem
 Unit 5: Quiz 2
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Quiz 2
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

PROFICIENCY LEVEL G.SRT.5. Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
 Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.

PROFICIENCY LEVEL G.SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

PROFICIENCY LEVEL	G.SRT.7.	<p>Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>Algebra II</p> <p>Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Lesson 4 - Trigonometric Functions Unit 10: Lesson 5 - Periodic Motion Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3</p> <p>Geometry</p> <p>Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 1 Unit 10: Quiz 2 Unit 10: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.
PROFICIENCY LEVEL	G.SRT.8	Solve problems involving right triangles.

INDICATOR G.SRT.8. a. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Quiz 2
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Quiz 1
Unit 10: Quiz 2

INDICATOR	G.SRT.8. (+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3) b.
	<p><u>Algebra II</u> Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p> <p><u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply trigonometry to general triangles.

PROFICIENCY LEVEL	G.SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
	No Correlations

PROFICIENCY LEVEL	G.SRT.10 (+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

PROFICIENCY LEVEL	G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
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STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Understand and apply theorems about circles.

PROFICIENCY LEVEL G.C.1. Prove that all circles are similar using transformational arguments.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Quiz 1

PROFICIENCY LEVEL G.C.2. Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.3. Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.

Geometry

Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 2 - Triangle Bisectors
 Unit 5: Lesson 3 - Medians and Altitudes
 Unit 5: Quiz 1
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

Geometry

Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL	G.C.5.	Find arc lengths and areas of sectors of circles.
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INDICATOR G.C.5.a. Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.

Algebra II

Unit 10: Lesson 2 - Radian Measure
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 3

Geometry

Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 3

INDICATOR G.C.5.b. Derive the formula for the area of a sector, and use it to solve problems.

Geometry

Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL G.C.6. Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)

Algebra II

Unit 10: Lesson 2 - Radian Measure
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 3

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Translate between the geometric description and the equation for a conic section.

PROFICIENCY LEVEL	G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Quiz 1 <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 8: Intro to conic sections
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PROFICIENCY LEVEL	G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 4 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1
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PROFICIENCY LEVEL	G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.

PROFICIENCY LEVEL	G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>
PROFICIENCY LEVEL	G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.
		<p><u>Geometry</u></p> <p>Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
		<p><u>Geometry</u></p> <p>Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Explain volume formulas, and use them to solve problems.

PROFICIENCY LEVEL	G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
		<p><u>Geometry</u></p> <p>Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>

PROFICIENCY LEVEL	G.GMD.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
		<p><u>Geometry</u></p> <p>Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Quiz 2</p>

PROFICIENCY LEVEL	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
		<p><u>Geometry</u></p> <p>Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Lesson 8 - Properties of Spheres Unit 8: Project 3 - Problem-Solving With the Volume of Solids Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Visualize relationships between two-dimensional and three-dimensional objects.

PROFICIENCY LEVEL	G.GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
	<p><u>Geometry</u></p> <p>Unit 8: 3D Slicing 2D Shapes</p> <p>Unit 8: Cross Sections</p> <p>Unit 8: Intro to conic sections</p> <p>Unit 8: Lesson 4 - Properties of Prisms</p> <p>Unit 8: Lesson 5 - Properties of Cylinders</p> <p>Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Rotating 2D shapes in 3D</p> <p>Unit 8: Slicing 3-D Figures</p> <p>Unit 8: Slicing a rectangular pyramid</p> <p>Unit 8: Ways to cross-section a cube</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationships between lengths, area, and volumes.

PROFICIENCY LEVEL	G.GMD.5. Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.
	<p><u>Geometry</u></p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 3 - Triangle Similarity</p> <p>Unit 9: Lesson 4 - Triangle Proportionality</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p>Unit 9: Quiz 3</p> <p>Unit 10: Lesson 1 - Similarity in Right Triangles</p> <p>Unit 10: Quiz 1</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p>

PROFICIENCY LEVEL	G.GMD.6. When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.
	<p><u>Geometry</u></p> <p>Unit 9: Lesson 1 - Properties of Proportions</p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p> <p>Unit 2 - Introduction and Basics to Algebra: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.MG.	MODELING WITH GEOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply geometric concepts in modeling situations.

PROFICIENCY LEVEL G.MG.1. Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.

Geometry

- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Quiz 1
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Lesson 1 - Three-Dimensional Figures
- Unit 8: Lesson 4 - Properties of Prisms
- Unit 8: Lesson 5 - Properties of Cylinders
- Unit 8: Lesson 6 - Properties of Pyramids
- Unit 8: Lesson 7 - Properties of Cones
- Unit 8: Lesson 8 - Properties of Spheres
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Quiz 3
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

PROFICIENCY LEVEL G.MG.2. Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.

Geometry

- Unit 8: Project 3 - Problem-Solving With the Volume of Solids
- Unit 8: Quiz 2
- Unit 8: Quiz 3

PROFICIENCY LEVEL	G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.
		<p><u>Geometry</u></p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 1 - Course Guidelines Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents</p>

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on a single count or measurement variable.

PROFICIENCY LEVEL S.ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.

No Correlations

PROFICIENCY LEVEL S.ID.2. In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.

Algebra II

Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Quiz 1

PROFICIENCY LEVEL S.ID.3. In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

No Correlations

PROFICIENCY LEVEL S.ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Algebra II

Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
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STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.

PROFICIENCY LEVEL S.ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.
PROFICIENCY LEVEL	S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

INDICATOR S.ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR S.ID.6.b. Informally assess the fit of a function by discussing residuals. (A2, M3)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR S.ID.6.c. Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Interpret linear models.

PROFICIENCY LEVEL S.ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Algebra II

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.9. Distinguish between correlation and causation.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand and evaluate random processes underlying statistical experiments.

PROFICIENCY LEVEL	S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. No Correlations
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PROFICIENCY LEVEL	S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

PROFICIENCY LEVEL	S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 1 Unit 9: Quiz 3
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PROFICIENCY LEVEL	S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. No Correlations
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PROFICIENCY LEVEL	S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Lesson 7 - Modeling Data Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Geometry Unit 10: Lab 10.1: Probability
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PROFICIENCY LEVEL	S.IC.6.	Evaluate reports based on data. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

BENCHMARK / GRADE LEVEL INDICATOR	Understand independence and conditional probability, and use them to interpret data.	
PROFICIENCY LEVEL	S.CP.1.	<p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.2.	<p>Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.3.	<p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.4.	<p>Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.5.	<p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY
BENCHMARK / GRADE LEVEL INDICATOR		Use the rules of probability to compute probabilities of compound events in a uniform probability model.

PROFICIENCY LEVEL S.CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B|A) = P(B) \cdot P(A|B)$, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Calculate expected values, and use them to solve problems.

PROFICIENCY LEVEL	S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1
PROFICIENCY LEVEL	S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.
PROFICIENCY LEVEL	S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

INDICATOR	S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
INDICATOR	S.MD.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.

PROFICIENCY LEVEL S.MD.6. (+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.

No Correlations

PROFICIENCY LEVEL S.MD.7. (+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.

Algebra II

Unit 9: Lesson 6 - Probability and Decision Making

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Ohio Learning Standards

Mathematics

Grade: **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.MP.	Standards for Mathematical Practice
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STANDARD / BENCHMARK MP.1. Make sense of problems and persevere in solving them.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities

Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors
Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

STANDARD /
BENCHMARK

MP.2.

Reason abstractly and quantitatively.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 3
Unit 8: Lesson 1 - Three-Dimensional Figures

Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!

STANDARD /
BENCHMARK

MP.3.

Construct viable arguments and critique the reasoning of others.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
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Unit 9: Lesson 3 - Statistical Experiments
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Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids

Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

STANDARD /
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MP.4.

Model with mathematics.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Definitions and Examples
 Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
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Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
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Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
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Unit 6: Lesson 6 - Rational Roots Test
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Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
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Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
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Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
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Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
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Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
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Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
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Unit 8: Intro to conic sections
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Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
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Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions

Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1

Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

STANDARD /
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MP.5. Use appropriate tools strategically.

Algebra II

Unit 8: Lesson 3 - Applications of Exponential Functions

Unit 8: Quiz 1

Geometry

Unit 1: Lab 1.1: Constructing Line Segments

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors

Unit 1: Lesson 3 - Measuring Line Segments

Unit 1: Lesson 4 - Applying Formulas to Line Segments

Unit 1: Lesson 5 - Angles

Unit 1: Lesson 6 - Angle Pairs

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 3: Lab 3.1: Constructing Parallel Lines

Unit 3: Lab 3.2: Constructing Perpendicular Lines

Unit 3: Quiz 2

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 5: Lab 5.1: Constructing a Circumcenter

Unit 5: Quiz 1

Unit 6: Lab 6.1: Constructing a Rectangle

Unit 7: Lab 7.1: Constructing Tangents

Unit 7: Lab 7.2: Creating Circle Graphs

Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections

Unit 8: Intro to conic sections

Unit 8: Rotating 2D shapes in 3D

Unit 8: Slicing 3-D Figures

Unit 8: Slicing a rectangular pyramid

Unit 8: Ways to cross-section a cube

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lab: Using Technology to Evaluate Expressions

Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications

Unit 6 - Systems of Equations and Inequalities: Quiz 1

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MP.6. Attend to precision.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Lesson 2 - Relations and Properties

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2

Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Quiz 3
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 3
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors

Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
 Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
 Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
 Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
 Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
 Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
 Unit 2 - Introduction and Basics to Algebra: Quiz 1
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
 Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
 Unit 3 - Equations and Inequalities: Quiz 1
 Unit 3 - Equations and Inequalities: Quiz 2
 Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
 Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
 Unit 4 - Linear Functions and Slope: Quiz 3
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 3

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MP.7.

Look for and make use of structure.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2

Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 2
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 2

Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

STANDARD / BENCHMARK MP.8. Look for and express regularity in repeated reasoning.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Lesson 2 - Relations and Properties

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 2: Lab 2.1: Solving Grid Logic Puzzles

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning

Unit 2: Lesson 2 - Conditional Statements

Unit 2: Lesson 3 - Deductive Reasoning

Unit 2: Lesson 4 - Algebraic and Geometric Properties

Unit 2: Lesson 5 - Algebraic Proofs

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 7: Lesson 2 - Lines and Segments That Intersect Circles

Unit 7: Lesson 3 - Arcs and Chords

Unit 7: Quiz 1

Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections

Unit 8: Intro to conic sections

Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures

Unit 8: Rotating 2D shapes in 3D

Unit 8: Slicing 3-D Figures

Unit 8: Slicing a rectangular pyramid

Unit 8: Ways to cross-section a cube

Unit 9: Lesson 3 - Triangle Similarity

Unit 9: Lesson 4 - Triangle Proportionality

Unit 9: Lesson 5 - Proportionality and Scale Drawings

Unit 9: Quiz 2

Unit 10: Lesson 1 - Similarity in Right Triangles

Unit 10: Lesson 2 - Trigonometric Ratios

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Extend the properties of exponents to rational exponents.

PROFICIENCY LEVEL N.RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

PROFICIENCY LEVEL N.RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Unit 7: Lesson 6 - Radical Expressions

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Quiz 2

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use properties of rational and irrational numbers.

PROFICIENCY LEVEL N.RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Algebra II

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.Q.	QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Reason quantitatively and use units to solve problems.

PROFICIENCY LEVEL N.Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

No Correlations

PROFICIENCY LEVEL N.Q.2. Define appropriate quantities for the purpose of descriptive modeling.

No Correlations

PROFICIENCY LEVEL N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations with complex numbers.

PROFICIENCY LEVEL N.CN.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Algebra II

Unit 5: Lesson 5 - Imaginary and Complex Numbers
 Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers

PROFICIENCY LEVEL N.CN.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Algebra II

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

PROFICIENCY LEVEL	N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers. Algebra II Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Represent complex numbers and their operations on the complex plane.

PROFICIENCY LEVEL	N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° . Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 2 Unit 5: Quiz 3
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PROFICIENCY LEVEL	N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use complex numbers in polynomial identities and equations.

PROFICIENCY LEVEL	N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions. Algebra II Unit 5: Lesson 5 - Imaginary and Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Quiz 2
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PROFICIENCY LEVEL	N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Lesson 6 - Rational Roots Test Unit 6: Quiz 2 Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and model with vector quantities.

PROFICIENCY LEVEL	N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , \vec{u} , $ \vec{v} $, $ \vec{u} $, $\vec{v} \rightarrow$. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.4.	(+) Add and subtract vectors.

INDICATOR N.VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

No Correlations

INDICATOR N.VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

No Correlations

INDICATOR N.VM.4.c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.5.	(+) Multiply a vector by a scalar.

INDICATOR N.VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

No Correlations

INDICATOR	N.VM.5.b	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
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No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on matrices, and use matrices in applications.

PROFICIENCY LEVEL	N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
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No Correlations

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

Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.
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Algebra II

Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

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

Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Algebra II Unit 3: Lesson 2 - Addition and Subtraction Unit 3: Lesson 4 - Multiplication, continued Unit 3: Lesson 5 - Elementary Row Operations Unit 3: Lesson 6 - Solving Systems of Linear Equations Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
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PROFICIENCY LEVEL	N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. No Correlations
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PROFICIENCY LEVEL	N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. Algebra II Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.
PROFICIENCY LEVEL	A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.

INDICATOR	A.SSE.1. a.	Interpret parts of an expression, such as terms, factors, and coefficients. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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INDICATOR	A.SSE.1. b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
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STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.

PROFICIENCY LEVEL A.SSE.2. Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Algebra II

- Unit 1: Lesson 3 - Polynomials
- Unit 1: Quiz 1
- Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
- Unit 6: Lesson 3 - Factoring Patterns
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lesson 1 - Simplifying Rational Expressions
- Unit 7: Lesson 3 - Asymptotic Behavior
- Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.
PROFICIENCY LEVEL	A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

INDICATOR A.SSE.3. Factor a quadratic expression to reveal the zeros of the function it defines.
a.

Algebra II

- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Quiz 2
- Unit 5: Lesson 2 - Solving by Factoring
- Unit 5: Quiz 1
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 2

Algebra I

- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
- Unit 8 - Polynomials and Factoring: Quiz 3
- Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
- Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	A.SSE.3. b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Algebra II Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	A.SSE.3. c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as 2^{3t} . Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3 Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.

PROFICIENCY LEVEL	A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.
		<p><u>Algebra II</u> Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations on polynomials.
PROFICIENCY LEVEL	A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

INDICATOR	A.APR.1. a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)
		No Correlations

INDICATOR	A.APR.1. b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 1 - Simplifying Rational Expressions Unit 7: Lesson 6 - Radical Expressions Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationship between zeros and factors of polynomials.

PROFICIENCY LEVEL	A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
		<p>Algebra II</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 1</p> <p>Unit 7: Lesson 1 - Simplifying Rational Expressions</p> <p>Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.
		<p>Algebra II</p> <p>Unit 5: Lesson 1 - Solving by Graphing</p> <p>Unit 6: Lesson 5 - Polynomial Roots</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 2</p> <p>Unit 7: Lesson 3 - Asymptotic Behavior</p> <p>Unit 7: Quiz 1</p> <p>Algebra I</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 1</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 1</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use polynomial identities to solve problems.

PROFICIENCY LEVEL	A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
		No Correlations

PROFICIENCY LEVEL	A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
		<p>Algebra II</p> <p>Unit 6: Lesson 3 - Factoring Patterns</p> <p>Unit 6: Quiz 1</p> <p>Unit 9: Lesson 3 - Statistical Experiments</p> <p>Unit 9: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Rewrite rational expressions.

PROFICIENCY LEVEL A.APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

PROFICIENCY LEVEL 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.

Algebra II

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.

INDICATOR	A.CED.1. a.	Focus on applying linear and simple exponential expressions. (A1, M1) Algebra II Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations Algebra I Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Geometry Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3
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INDICATOR	A.CED.1. b.	Focus on applying simple quadratic expressions. (A1, M2) No Correlations
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INDICATOR	A.CED.1. c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

INDICATOR A.CED.2. Focus on applying linear and simple exponential expressions. (A1, M1)
a.

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Quiz 2
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

INDICATOR	A.CED.2. Focus on applying simple quadratic expressions. (A1, M2) b.
	<p>Algebra II</p> <p>Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Unit 5: Lesson 4 - Solving With the Quadratic Formula Unit 5: Quiz 2 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p> <p>Algebra I</p> <p>Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR	A.CED.2. Extend to include more complicated function situations with the option to graph with technology. (A2, M3) c.
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)

INDICATOR A.CED.3. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra I

- Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
- Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
- Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
- Unit 3 - Equations and Inequalities: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
- Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
- Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
- Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
- Unit 5 - Writing and Graphing Linear Equations: Quiz 1
- Unit 5 - Writing and Graphing Linear Equations: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Quiz 3
- Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
- Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
- Unit 6 - Systems of Equations and Inequalities: Quiz 1
- Unit 6 - Systems of Equations and Inequalities: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 2: Lesson 1 - Standard Form of a Linear Equation
- Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
- Unit 2: Lesson 3 - Piecewise Linear Relations
- Unit 2: Quiz 1
- Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
- Unit 8: Project 2 - Formulate Exponential Equations

Geometry

- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.4 .	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 3
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Quiz 2
 Unit 6: Lesson 7 - Inverses of Polynomial Functions
 Unit 6: Quiz 3
 Unit 7: Lesson 8 - Inverses of Radical Equations
 Unit 7: Quiz 3
 Unit 8: Lesson 4 - Inverse of an Exponential Function
 Unit 8: Quiz 2
 Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Understand solving equations as a process of reasoning and explain the reasoning.

PROFICIENCY LEVEL A.REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Quiz 1

Geometry

Unit 2: Lesson 5 - Algebraic Proofs
 Unit 2: Quiz 3

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Quiz 2

PROFICIENCY LEVEL	A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Project 3 - Rational Functions in Real-World Situations Unit 7: Project 4 - Analyzing Radical Functions</p> <p><u>Algebra I</u></p> <p>Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.

PROFICIENCY LEVEL	A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
		<p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities Unit 3 - Equations and Inequalities: Quiz 1 Unit 3 - Equations and Inequalities: Quiz 2</p> <p><u>Algebra II</u></p> <p>Unit 1: Lesson 4 - Solving Linear Equations and Inequalities Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.

PROFICIENCY LEVEL	A.REI.4.	Solve quadratic equations in one variable.
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INDICATOR A.REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.b. Solve quadratic equations as appropriate to the initial A.REI.4 form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.c. (+) Derive the quadratic formula using the method of completing the square.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY
LEVEL

A.REI.5.

Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 9 - Linear Systems

Unit 2: Quiz 3

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.
PROFICIENCY LEVEL	A.REI.6.	Solve systems of linear equations algebraically and graphically.

INDICATOR A.REI.6.a. Limit to pairs of linear equations in two variables. (A1, M1)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Quiz 3
 Unit 5: Lesson 8 - Systems of Equations
 Unit 5: Lesson 9 - Systems of Equations, continued
 Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
 Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
 Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
 Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
 Unit 6 - Systems of Equations and Inequalities: Quiz 1
 Unit 6 - Systems of Equations and Inequalities: Quiz 2

INDICATOR A.REI.6.b Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY LEVEL A.REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Algebra II

Unit 5: Lesson 8 - Systems of Equations
 Unit 5: Lesson 9 - Systems of Equations, continued
 Unit 5: Quiz 3

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

Algebra II

Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).
		<p>Algebra II</p> <p>Unit 3: Lesson 6 - Solving Systems of Linear Equations</p> <p>Unit 3: Lesson 8 - Cramer's Rule</p> <p>Unit 3: Lesson 9 - Inverse</p> <p>Unit 3: Quiz 2</p> <p>Unit 3: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and solve equations and inequalities graphically.

PROFICIENCY LEVEL	A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
		No Correlations

PROFICIENCY LEVEL	A.REI.11.	Explain why the x-coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.
		<p>Algebra II</p> <p>Unit 2: Lesson 10 - Linear Systems, Continued</p> <p>Unit 2: Lesson 9 - Linear Systems</p> <p>Unit 2: Quiz 3</p> <p>Unit 5: Lesson 8 - Systems of Equations</p> <p>Unit 5: Lesson 9 - Systems of Equations, continued</p> <p>Unit 5: Quiz 3</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 1</p>

PROFICIENCY LEVEL	A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
		<p>Algebra II</p> <p>Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 1: Quiz 2</p> <p>Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 2: Quiz 2</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the concept of a function, and use function notation.

PROFICIENCY LEVEL F.IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Algebra II

- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 2: Lesson 6 - Composition of Linear Functions
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Quiz 2
- Unit 6: Lesson 7 - Inverses of Polynomial Functions
- Unit 6: Quiz 3
- Unit 7: Lesson 9 - Composition of Functions
- Unit 7: Quiz 3

Algebra I

- Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
- Unit 2 - Introduction and Basics to Algebra: Quiz 2
- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
- Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Algebra II

- Unit 8: Project 2 - Formulate Exponential Equations

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
- Unit 4 - Linear Functions and Slope: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.(A2, M3)
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INDICATOR F.IF.4.a. Focus on linear and exponential functions. (M1)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 5: Lesson 1 - Solving by Graphing

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

(Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR F.IF.4.b. Focus on linear, quadratic, and exponential functions. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Quiz 3
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Quiz 1
 Unit 5: Lesson 1 - Solving by Graphing
 Unit 6: Lesson 5 - Polynomial Roots
 Unit 6: Quiz 2
 Unit 7: Lesson 3 - Asymptotic Behavior
 Unit 7: Project 4 - Analyzing Radical Functions
 Unit 7: Quiz 1
 Unit 8: Project 1 - Analyzing Exponential Functions
 Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
 Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 1
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs
 Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.
PROFICIENCY LEVEL	F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

INDICATOR	F.IF.5.a.	<p>Focus on linear and exponential functions. (M1)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.b.	<p>Focus on linear, quadratic, and exponential functions. (A1, M2)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.c.	<p>Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.6.	<p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)</p> <p>Algebra II Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Quiz 1</p> <p>Algebra I Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Geometry Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.

INDICATOR F.IF.7.a. Graph linear functions and indicate intercepts. (A1, M1)

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Quiz 2

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Quiz 2

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR F.IF.7.b. Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Quiz 2

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Lesson 8 - Inverses of Radical Equations

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR	F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Lesson 4 - Absolute Value and Distance Unit 2: Project 1 - Analyzing the Absolute Value Function Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Project 4 - Analyzing Radical Functions Unit 7: Quiz 3</p>
INDICATOR	F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3</p>
INDICATOR	F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 2 - Graphing Rational Equations Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Lesson 4 - Rational Inequalities Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p>

INDICATOR	F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.
		<p><u>Algebra II</u></p> <p>Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 2 Unit 8: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.

PROFICIENCY LEVEL	F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
INDICATOR	F.IF.8.a.	<p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2 Unit 5: Lesson 2 - Solving by Factoring Unit 5: Lesson 3 - The Quadratic Formula Unit 5: Quiz 1</p> <p>Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR	F.IF.8.b.	<p>Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p>Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)

INDICATOR	F.IF.9.a.	Focus on linear and exponential functions. (M1) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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INDICATOR	F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.
PROFICIENCY LEVEL	F.BF.1.	Write a function that describes a relationship between two quantities.

INDICATOR	<p>F.BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)</p>
	<p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Quiz 1 Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
	<p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane Unit 8: Project 2 - Formulate Exponential Equations</p>
	<p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
INDICATOR	<p>F.BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>
INDICATOR	<p>F.BF.1.c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.

PROFICIENCY LEVEL F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

Unit 8: Project 2 - Formulate Exponential Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)

INDICATOR F.BF.3.a. Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

Algebra II

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Quiz 1

Unit 7: Lesson 2 - Graphing Rational Equations

Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions

Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities

Unit 8: Quiz 1

Unit 8: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.4.	Find inverse functions.

INDICATOR F.BF.4.a. Informally determine the input of a function when the output is known. (A1, M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.b. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.c. (+) Verify by composition that one function is the inverse of another. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR	F.BF.4.d. (+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

INDICATOR	F.BF.4.e. (+) Produce an invertible function from a non-invertible function by restricting the domain.
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.

PROFICIENCY LEVEL	F.BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
	<p>Algebra II</p> <p>Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.
PROFICIENCY LEVEL	F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.

INDICATOR F.LE.1.a. Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <u>Algebra II</u> Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 1 <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.2.	<p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p> <p><u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations</p>
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PROFICIENCY LEVEL	F.LE.3.	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	F.LE.4.	<p>For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p><u>Algebra II</u> Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret expressions for functions in terms of the situation they model.

PROFICIENCY LEVEL	F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context. Algebra II Unit 7: Project 4 - Analyzing Radical Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 4 - Analyzing Logarithmic Functions
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Extend the domain of trigonometric functions using the unit circle.

PROFICIENCY LEVEL	F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
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Algebra II
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
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Algebra II
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
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Algebra II
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Algebra II Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3 Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Model periodic phenomena with trigonometric functions.

PROFICIENCY LEVEL	F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra II Unit 10: Lesson 5 - Periodic Motion Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 2 Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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PROFICIENCY LEVEL	F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply trigonometric identities.

PROFICIENCY LEVEL	F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. Algebra II Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems. Algebra II Unit 10: Lesson 7 - Trigonometric Formulas Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.
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Geometry

- Unit 1: Lab 1.1: Constructing Line Segments
- Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Lesson 2 - Undefined Terms
- Unit 1: Lesson 3 - Measuring Line Segments
- Unit 1: Lesson 4 - Applying Formulas to Line Segments
- Unit 1: Lesson 5 - Angles
- Unit 1: Lesson 6 - Angle Pairs
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lab 2.1: Solving Grid Logic Puzzles
- Unit 2: Lab 2.2: Proof Planning
- Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
- Unit 2: Lesson 2 - Conditional Statements
- Unit 2: Lesson 3 - Deductive Reasoning
- Unit 2: Lesson 4 - Algebraic and Geometric Properties
- Unit 2: Lesson 5 - Algebraic Proofs
- Unit 2: Lesson 6 - Geometric Proofs
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lab 3.1: Constructing Parallel Lines
- Unit 3: Lab 3.2: Constructing Perpendicular Lines
- Unit 3: Lesson 1 - Lines and Transversals
- Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
- Unit 3: Lesson 3 - Proving Lines Parallel
- Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
- Unit 3: Lesson 5 - Line Slope and the Slope Formula
- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions

Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

PROFICIENCY LEVEL G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.

Geometry

Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.
PROFICIENCY LEVEL	G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.

INDICATOR G.CO.3.a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

INDICATOR G.CO.3.b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Understand congruence in terms of rigid motions.

PROFICIENCY LEVEL	G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3 <u>Algebra II</u> Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 4: Quiz 4
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PROFICIENCY LEVEL	G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
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PROFICIENCY LEVEL G.CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Quiz 2

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Prove geometric theorems both formally and informally using a variety of methods.

PROFICIENCY LEVEL G.CO.9. Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Geometry

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Quiz 1

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

PROFICIENCY LEVEL	G.CO.10. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
	<p><u>Geometry</u></p> <p>Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 1 - Introduction to Polygons Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1</p> <p><u>Algebra II</u></p> <p>Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p>

PROFICIENCY LEVEL	G.CO.11. Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	<p><u>Geometry</u></p> <p>Unit 6: Lesson 1 - Properties of Parallelograms Unit 6: Lesson 2 - Proving Parallelograms Unit 6: Lesson 3 - Rectangles Unit 6: Lesson 4 - Rhombuses and Squares Unit 6: Lesson 5 - Kites and Trapezoids Unit 6: Quiz 1 Unit 6: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Make geometric constructions.

PROFICIENCY LEVEL	G.CO.12.	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Geometry</p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 5 - Angles Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents Unit 8: 3D Slicing 2D Shapes Unit 8: Cross Sections Unit 8: Intro to conic sections Unit 8: Rotating 2D shapes in 3D Unit 8: Slicing 3-D Figures Unit 8: Slicing a rectangular pyramid Unit 8: Ways to cross-section a cube</p>
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PROFICIENCY LEVEL	G.CO.13.	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Geometry</p> <p>Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Classify and analyze geometric figures.

PROFICIENCY LEVEL G.CO.14. Classify two-dimensional figures in a hierarchy based on properties.

Geometry

- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Quiz 1
- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Lesson 3 - Arcs and Chords
- Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
- Unit 7: Lesson 5 - Inscribed Angles
- Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.
PROFICIENCY LEVEL	G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor:

INDICATOR G.SRT.1. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

INDICATOR G.SRT.1. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.

PROFICIENCY LEVEL G.SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Geometry

Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates

PROFICIENCY LEVEL G.SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Geometry

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply theorems both formally and informally involving similarity using a variety of methods.

PROFICIENCY LEVEL G.SRT.4. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Geometry

Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Quiz 2
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

PROFICIENCY LEVEL G.SRT.5. Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
 Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.

PROFICIENCY LEVEL G.SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

PROFICIENCY LEVEL G.SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Lesson 4 - Trigonometric Functions
 Unit 10: Lesson 5 - Periodic Motion
 Unit 10: Lesson 6 - Trigonometric Identities
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Geometry

Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.
PROFICIENCY LEVEL	G.SRT.8	Solve problems involving right triangles.

INDICATOR G.SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)

a.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 7 - Pythagorean Inequality Theorem
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

INDICATOR	G.SRT.8. (+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3) b.
	<p><u>Algebra II</u> Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p> <p><u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply trigonometry to general triangles.

PROFICIENCY LEVEL	G.SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
	No Correlations

PROFICIENCY LEVEL	G.SRT.10 (+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

PROFICIENCY LEVEL	G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
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STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Understand and apply theorems about circles.

PROFICIENCY LEVEL G.C.1. Prove that all circles are similar using transformational arguments.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Quiz 1

PROFICIENCY LEVEL G.C.2. Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.3. Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.

Geometry

Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 2 - Triangle Bisectors
 Unit 5: Lesson 3 - Medians and Altitudes
 Unit 5: Quiz 1
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

Geometry

Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
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STANDARD / BENCHMARK	G.C.	CIRCLES
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BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.
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PROFICIENCY LEVEL	G.C.5.	Find arc lengths and areas of sectors of circles.
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INDICATOR	G.C.5.a.	Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems. Algebra II Unit 10: Lesson 2 - Radian Measure Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3 Geometry Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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INDICATOR	G.C.5.b.	Derive the formula for the area of a sector, and use it to solve problems. Geometry Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL	G.C.6.	Derive formulas that relate degrees and radians, and convert between the two. (A2, M3) Algebra II Unit 10: Lesson 2 - Radian Measure Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3 Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Translate between the geometric description and the equation for a conic section.

PROFICIENCY LEVEL	G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Quiz 1 <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 8: Intro to conic sections
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PROFICIENCY LEVEL	G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 4 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1
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PROFICIENCY LEVEL	G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.

PROFICIENCY LEVEL	G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>
PROFICIENCY LEVEL	G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.
		<p><u>Geometry</u></p> <p>Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
		<p><u>Geometry</u></p> <p>Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Explain volume formulas, and use them to solve problems.

PROFICIENCY LEVEL	G.GMD.1.	<p>Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p><u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>
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PROFICIENCY LEVEL	G.GMD.2	<p>(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p><u>Geometry</u> Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Quiz 2</p>
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PROFICIENCY LEVEL	G.GMD.3	<p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p><u>Geometry</u> Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Lesson 8 - Properties of Spheres Unit 8: Project 3 - Problem-Solving With the Volume of Solids Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Visualize relationships between two-dimensional and three-dimensional objects.

PROFICIENCY LEVEL	G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
		<p><u>Geometry</u></p> <p>Unit 8: 3D Slicing 2D Shapes</p> <p>Unit 8: Cross Sections</p> <p>Unit 8: Intro to conic sections</p> <p>Unit 8: Lesson 4 - Properties of Prisms</p> <p>Unit 8: Lesson 5 - Properties of Cylinders</p> <p>Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Rotating 2D shapes in 3D</p> <p>Unit 8: Slicing 3-D Figures</p> <p>Unit 8: Slicing a rectangular pyramid</p> <p>Unit 8: Ways to cross-section a cube</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationships between lengths, area, and volumes.

PROFICIENCY LEVEL	G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 3 - Triangle Similarity</p> <p>Unit 9: Lesson 4 - Triangle Proportionality</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p>Unit 9: Quiz 3</p> <p>Unit 10: Lesson 1 - Similarity in Right Triangles</p> <p>Unit 10: Quiz 1</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p>

PROFICIENCY LEVEL	G.GMD.6	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 1 - Properties of Proportions</p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p> <p>Unit 2 - Introduction and Basics to Algebra: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.MG.	MODELING WITH GEOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply geometric concepts in modeling situations.

PROFICIENCY LEVEL G.MG.1. Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.

Geometry

- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Quiz 1
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Lesson 1 - Three-Dimensional Figures
- Unit 8: Lesson 4 - Properties of Prisms
- Unit 8: Lesson 5 - Properties of Cylinders
- Unit 8: Lesson 6 - Properties of Pyramids
- Unit 8: Lesson 7 - Properties of Cones
- Unit 8: Lesson 8 - Properties of Spheres
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Quiz 3
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

PROFICIENCY LEVEL G.MG.2. Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.

Geometry

- Unit 8: Project 3 - Problem-Solving With the Volume of Solids
- Unit 8: Quiz 2
- Unit 8: Quiz 3

PROFICIENCY LEVEL	G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.
		<p><u>Geometry</u></p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 1 - Course Guidelines Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents</p>

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on a single count or measurement variable.

PROFICIENCY LEVEL S.ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.

No Correlations

PROFICIENCY LEVEL S.ID.2. In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.

Algebra II

Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Quiz 1

PROFICIENCY LEVEL S.ID.3. In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

No Correlations

PROFICIENCY LEVEL S.ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Algebra II

Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
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STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.

PROFICIENCY LEVEL S.ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.
PROFICIENCY LEVEL	S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

INDICATOR S.ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR S.ID.6.b. Informally assess the fit of a function by discussing residuals. (A2, M3)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR S.ID.6.c. Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Interpret linear models.

PROFICIENCY LEVEL S.ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Algebra II

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.9. Distinguish between correlation and causation.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand and evaluate random processes underlying statistical experiments.

PROFICIENCY LEVEL	S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. No Correlations
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PROFICIENCY LEVEL	S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

PROFICIENCY LEVEL	S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 1 Unit 9: Quiz 3
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PROFICIENCY LEVEL	S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. No Correlations
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PROFICIENCY LEVEL	S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Lesson 7 - Modeling Data Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Geometry Unit 10: Lab 10.1: Probability
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PROFICIENCY LEVEL	S.IC.6.	Evaluate reports based on data. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

BENCHMARK / GRADE LEVEL INDICATOR	Understand independence and conditional probability, and use them to interpret data.	
PROFICIENCY LEVEL	S.CP.1.	<p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.2.	<p>Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.3.	<p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.4.	<p>Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.5.	<p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY
BENCHMARK / GRADE LEVEL INDICATOR		Use the rules of probability to compute probabilities of compound events in a uniform probability model.

PROFICIENCY LEVEL S.CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B|A) = P(B) \cdot P(A|B)$, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Calculate expected values, and use them to solve problems.

PROFICIENCY LEVEL	S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1
PROFICIENCY LEVEL	S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.
PROFICIENCY LEVEL	S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

INDICATOR	S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
INDICATOR	S.MD.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.

PROFICIENCY LEVEL S.MD.6. (+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.

No Correlations

PROFICIENCY LEVEL S.MD.7. (+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.

Algebra II

Unit 9: Lesson 6 - Probability and Decision Making

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Ohio Learning Standards

Mathematics

Grade: **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD	OH.MP.	Standards for Mathematical Practice
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STANDARD / BENCHMARK MP.1. Make sense of problems and persevere in solving them.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
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Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities

Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
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Unit 9: Quiz 2
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Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors
Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

STANDARD /
BENCHMARK

MP.2.

Reason abstractly and quantitatively.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2
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Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
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Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
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Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
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Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
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Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
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Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
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Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
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Unit 9: Lesson 4 - Conditional Probability and Independence
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Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
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Unit 10: Lesson 5 - Periodic Motion
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Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors

Unit 1: Lesson 1 - Course Guidelines

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Lesson 4 - Applying Formulas to Line Segments

Unit 1: Lesson 5 - Angles

Unit 1: Lesson 6 - Angle Pairs

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lab 2.1: Solving Grid Logic Puzzles

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning

Unit 2: Lesson 2 - Conditional Statements

Unit 2: Lesson 3 - Deductive Reasoning

Unit 2: Lesson 4 - Algebraic and Geometric Properties

Unit 2: Lesson 5 - Algebraic Proofs

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals

Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lab 7.2: Creating Circle Graphs

Unit 7: Lesson 1 - Properties of Circles

Unit 7: Lesson 2 - Lines and Segments That Intersect Circles

Unit 7: Lesson 3 - Arcs and Chords

Unit 7: Lesson 5 - Inscribed Angles

Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Three-Dimensional Figures

Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
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 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
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 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!

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MP.3.

Construct viable arguments and critique the reasoning of others.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
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Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
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Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
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Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids

Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
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Model with mathematics.

Algebra II

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 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Definitions and Examples
 Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 4 - Multiplication, continued
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Unit 5: Lesson 9 - Systems of Equations, continued
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Unit 10: Lesson 7 - Trigonometric Formulas
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Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
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Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
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Unit 2: Quiz 1
Unit 2: Quiz 2
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Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
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Unit 6: Lab 6.1: Constructing a Rectangle
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Unit 9: Activity: Translation/Rotation
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Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
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Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1

Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

STANDARD / BENCHMARK	MP.5.	<p>Use appropriate tools strategically.</p> <p><u>Algebra II</u> Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Quiz 1</p> <p><u>Geometry</u> Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Lesson 5 - Angles Unit 1: Lesson 6 - Angle Pairs Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents Unit 7: Lab 7.2: Creating Circle Graphs Unit 8: 3D Slicing 2D Shapes Unit 8: Cross Sections Unit 8: Intro to conic sections Unit 8: Rotating 2D shapes in 3D Unit 8: Slicing 3-D Figures Unit 8: Slicing a rectangular pyramid Unit 8: Ways to cross-section a cube</p> <p><u>Algebra I</u> Unit 2 - Introduction and Basics to Algebra: Lab: Using Technology to Evaluate Expressions Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications Unit 6 - Systems of Equations and Inequalities: Quiz 1</p>
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STANDARD / BENCHMARK	MP.6.	<p>Attend to precision.</p> <p><u>Algebra II</u> Unit 1: Activity - Formulating and Solving Inverse Variation Functions Unit 1: Lesson 1 - Real Numbers and Their Subsets Unit 1: Lesson 2 - Relations and Properties Unit 1: Lesson 3 - Polynomials Unit 1: Lesson 4 - Solving Linear Equations and Inequalities Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Lesson 9 - Functions Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 10 - Linear Systems, Continued Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Lesson 4 - Absolute Value and Distance Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Lesson 8 - Linear Relations with Three Unknowns Unit 2: Lesson 9 - Linear Systems</p>
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Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2

Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Quiz 3
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 3
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors

Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
 Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
 Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
 Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
 Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
 Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
 Unit 2 - Introduction and Basics to Algebra: Quiz 1
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
 Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
 Unit 3 - Equations and Inequalities: Quiz 1
 Unit 3 - Equations and Inequalities: Quiz 2
 Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
 Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
 Unit 4 - Linear Functions and Slope: Quiz 3
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 3

STANDARD /
BENCHMARK

MP.7.

Look for and make use of structure.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2

Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 2
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 2

Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Lesson 2 - Relations and Properties

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 2: Lab 2.1: Solving Grid Logic Puzzles

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning

Unit 2: Lesson 2 - Conditional Statements

Unit 2: Lesson 3 - Deductive Reasoning

Unit 2: Lesson 4 - Algebraic and Geometric Properties

Unit 2: Lesson 5 - Algebraic Proofs

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 7: Lesson 2 - Lines and Segments That Intersect Circles

Unit 7: Lesson 3 - Arcs and Chords

Unit 7: Quiz 1

Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections

Unit 8: Intro to conic sections

Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures

Unit 8: Rotating 2D shapes in 3D

Unit 8: Slicing 3-D Figures

Unit 8: Slicing a rectangular pyramid

Unit 8: Ways to cross-section a cube

Unit 9: Lesson 3 - Triangle Similarity

Unit 9: Lesson 4 - Triangle Proportionality

Unit 9: Lesson 5 - Proportionality and Scale Drawings

Unit 9: Quiz 2

Unit 10: Lesson 1 - Similarity in Right Triangles

Unit 10: Lesson 2 - Trigonometric Ratios

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Extend the properties of exponents to rational exponents.

PROFICIENCY LEVEL N.RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

PROFICIENCY LEVEL N.RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Unit 7: Lesson 6 - Radical Expressions

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Quiz 2

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use properties of rational and irrational numbers.

PROFICIENCY LEVEL N.RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Algebra II

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.Q.	QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Reason quantitatively and use units to solve problems.

PROFICIENCY LEVEL N.Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

No Correlations

PROFICIENCY LEVEL N.Q.2. Define appropriate quantities for the purpose of descriptive modeling.

No Correlations

PROFICIENCY LEVEL N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations with complex numbers.

PROFICIENCY LEVEL N.CN.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Algebra II

Unit 5: Lesson 5 - Imaginary and Complex Numbers
 Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers

PROFICIENCY LEVEL N.CN.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Algebra II

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

PROFICIENCY LEVEL	N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers. Algebra II Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Represent complex numbers and their operations on the complex plane.

PROFICIENCY LEVEL	N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° . Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 2 Unit 5: Quiz 3
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PROFICIENCY LEVEL	N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use complex numbers in polynomial identities and equations.

PROFICIENCY LEVEL	N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions. Algebra II Unit 5: Lesson 5 - Imaginary and Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Quiz 2
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PROFICIENCY LEVEL	N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Lesson 6 - Rational Roots Test Unit 6: Quiz 2 Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and model with vector quantities.

PROFICIENCY LEVEL	N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , \vec{u} , $ \vec{v} $, $ \vec{u} $, $\vec{v} \rightarrow$. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.4.	(+) Add and subtract vectors.

INDICATOR N.VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

No Correlations

INDICATOR N.VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

No Correlations

INDICATOR N.VM.4.c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.5.	(+) Multiply a vector by a scalar.

INDICATOR N.VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

No Correlations

INDICATOR	N.VM.5.b	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
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No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on matrices, and use matrices in applications.

PROFICIENCY LEVEL	N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
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No Correlations

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

Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.
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Algebra II

Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

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

Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Algebra II Unit 3: Lesson 2 - Addition and Subtraction Unit 3: Lesson 4 - Multiplication, continued Unit 3: Lesson 5 - Elementary Row Operations Unit 3: Lesson 6 - Solving Systems of Linear Equations Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
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PROFICIENCY LEVEL	N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. No Correlations
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PROFICIENCY LEVEL	N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. Algebra II Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.
PROFICIENCY LEVEL	A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.

INDICATOR	A.SSE.1. a.	Interpret parts of an expression, such as terms, factors, and coefficients. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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INDICATOR	A.SSE.1. b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
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STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.

PROFICIENCY LEVEL A.SSE.2. Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Algebra II

- Unit 1: Lesson 3 - Polynomials
- Unit 1: Quiz 1
- Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
- Unit 6: Lesson 3 - Factoring Patterns
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lesson 1 - Simplifying Rational Expressions
- Unit 7: Lesson 3 - Asymptotic Behavior
- Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.
PROFICIENCY LEVEL	A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

INDICATOR A.SSE.3. Factor a quadratic expression to reveal the zeros of the function it defines.
a.

Algebra II

- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Quiz 2
- Unit 5: Lesson 2 - Solving by Factoring
- Unit 5: Quiz 1
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 2

Algebra I

- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
- Unit 8 - Polynomials and Factoring: Quiz 3
- Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
- Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	A.SSE.3. b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Algebra II Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	A.SSE.3. c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as 2^{3t} . Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3 Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.

PROFICIENCY LEVEL	A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.
		<p><u>Algebra II</u> Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations on polynomials.
PROFICIENCY LEVEL	A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

INDICATOR	A.APR.1. a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)
		No Correlations

INDICATOR	A.APR.1. b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 1 - Simplifying Rational Expressions Unit 7: Lesson 6 - Radical Expressions Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationship between zeros and factors of polynomials.

PROFICIENCY LEVEL	A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
		<p>Algebra II</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 1</p> <p>Unit 7: Lesson 1 - Simplifying Rational Expressions</p> <p>Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.
		<p>Algebra II</p> <p>Unit 5: Lesson 1 - Solving by Graphing</p> <p>Unit 6: Lesson 5 - Polynomial Roots</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 2</p> <p>Unit 7: Lesson 3 - Asymptotic Behavior</p> <p>Unit 7: Quiz 1</p> <p>Algebra I</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 1</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 1</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use polynomial identities to solve problems.

PROFICIENCY LEVEL	A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
		No Correlations

PROFICIENCY LEVEL	A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
		<p>Algebra II</p> <p>Unit 6: Lesson 3 - Factoring Patterns</p> <p>Unit 6: Quiz 1</p> <p>Unit 9: Lesson 3 - Statistical Experiments</p> <p>Unit 9: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Rewrite rational expressions.

PROFICIENCY LEVEL A.APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

PROFICIENCY LEVEL 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.

Algebra II

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.

INDICATOR	A.CED.1. a.	Focus on applying linear and simple exponential expressions. (A1, M1) Algebra II Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations Algebra I Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Geometry Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3
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INDICATOR	A.CED.1. b.	Focus on applying simple quadratic expressions. (A1, M2) No Correlations
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INDICATOR	A.CED.1. c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

INDICATOR A.CED.2. Focus on applying linear and simple exponential expressions. (A1, M1)
a.

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Quiz 2
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

INDICATOR	A.CED.2. Focus on applying simple quadratic expressions. (A1, M2) b.
	<p>Algebra II</p> <p>Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Unit 5: Lesson 4 - Solving With the Quadratic Formula Unit 5: Quiz 2 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p> <p>Algebra I</p> <p>Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 1 Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR A.CED.2. Extend to include more complicated function situations with the option to graph with technology. (A2, M3)
c.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)

INDICATOR A.CED.3. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra I

- Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
- Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
- Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
- Unit 3 - Equations and Inequalities: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
- Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
- Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
- Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
- Unit 5 - Writing and Graphing Linear Equations: Quiz 1
- Unit 5 - Writing and Graphing Linear Equations: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Quiz 3
- Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
- Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
- Unit 6 - Systems of Equations and Inequalities: Quiz 1
- Unit 6 - Systems of Equations and Inequalities: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 2: Lesson 1 - Standard Form of a Linear Equation
- Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
- Unit 2: Lesson 3 - Piecewise Linear Relations
- Unit 2: Quiz 1
- Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
- Unit 8: Project 2 - Formulate Exponential Equations

Geometry

- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)

a.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)

b.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)

c.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 3
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Quiz 2
 Unit 6: Lesson 7 - Inverses of Polynomial Functions
 Unit 6: Quiz 3
 Unit 7: Lesson 8 - Inverses of Radical Equations
 Unit 7: Quiz 3
 Unit 8: Lesson 4 - Inverse of an Exponential Function
 Unit 8: Quiz 2
 Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Understand solving equations as a process of reasoning and explain the reasoning.

PROFICIENCY LEVEL A.REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Quiz 1

Geometry

Unit 2: Lesson 5 - Algebraic Proofs
 Unit 2: Quiz 3

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Quiz 2

PROFICIENCY LEVEL	A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Project 3 - Rational Functions in Real-World Situations Unit 7: Project 4 - Analyzing Radical Functions Algebra I Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.

PROFICIENCY LEVEL	A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations Unit 2 - Introduction and Basics to Algebra: Quiz 2 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities Unit 3 - Equations and Inequalities: Quiz 1 Unit 3 - Equations and Inequalities: Quiz 2 Algebra II Unit 1: Lesson 4 - Solving Linear Equations and Inequalities Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.
PROFICIENCY LEVEL	A.REI.4.	Solve quadratic equations in one variable.

INDICATOR A.REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.b. Solve quadratic equations as appropriate to the initial A.REI.4 form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.c. (+) Derive the quadratic formula using the method of completing the square.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY
LEVEL

A.REI.5.

Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 9 - Linear Systems

Unit 2: Quiz 3

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.
PROFICIENCY LEVEL	A.REI.6.	Solve systems of linear equations algebraically and graphically.

INDICATOR A.REI.6.a. Limit to pairs of linear equations in two variables. (A1, M1)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Quiz 3
 Unit 5: Lesson 8 - Systems of Equations
 Unit 5: Lesson 9 - Systems of Equations, continued
 Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
 Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
 Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
 Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
 Unit 6 - Systems of Equations and Inequalities: Quiz 1
 Unit 6 - Systems of Equations and Inequalities: Quiz 2

INDICATOR A.REI.6.b Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY LEVEL A.REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Algebra II

Unit 5: Lesson 8 - Systems of Equations
 Unit 5: Lesson 9 - Systems of Equations, continued
 Unit 5: Quiz 3

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

Algebra II

Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).
		<p>Algebra II</p> <p>Unit 3: Lesson 6 - Solving Systems of Linear Equations</p> <p>Unit 3: Lesson 8 - Cramer's Rule</p> <p>Unit 3: Lesson 9 - Inverse</p> <p>Unit 3: Quiz 2</p> <p>Unit 3: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and solve equations and inequalities graphically.

PROFICIENCY LEVEL	A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
		No Correlations

PROFICIENCY LEVEL	A.REI.11.	Explain why the x-coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.
		<p>Algebra II</p> <p>Unit 2: Lesson 10 - Linear Systems, Continued</p> <p>Unit 2: Lesson 9 - Linear Systems</p> <p>Unit 2: Quiz 3</p> <p>Unit 5: Lesson 8 - Systems of Equations</p> <p>Unit 5: Lesson 9 - Systems of Equations, continued</p> <p>Unit 5: Quiz 3</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 1</p>

PROFICIENCY LEVEL	A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
		<p>Algebra II</p> <p>Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 1: Quiz 2</p> <p>Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities</p> <p>Unit 2: Quiz 2</p> <p>Algebra I</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities</p> <p>Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)</p> <p>Unit 6 - Systems of Equations and Inequalities: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the concept of a function, and use function notation.

PROFICIENCY LEVEL F.IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Algebra II

- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 2: Lesson 6 - Composition of Linear Functions
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Quiz 2
- Unit 6: Lesson 7 - Inverses of Polynomial Functions
- Unit 6: Quiz 3
- Unit 7: Lesson 9 - Composition of Functions
- Unit 7: Quiz 3

Algebra I

- Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
- Unit 2 - Introduction and Basics to Algebra: Quiz 2
- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
- Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Algebra II

- Unit 8: Project 2 - Formulate Exponential Equations

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
- Unit 4 - Linear Functions and Slope: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.(A2, M3)
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INDICATOR F.IF.4.a. Focus on linear and exponential functions. (M1)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 5: Lesson 1 - Solving by Graphing

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

(Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR F.IF.4.b. Focus on linear, quadratic, and exponential functions. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Quiz 3
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Quiz 1
 Unit 5: Lesson 1 - Solving by Graphing
 Unit 6: Lesson 5 - Polynomial Roots
 Unit 6: Quiz 2
 Unit 7: Lesson 3 - Asymptotic Behavior
 Unit 7: Project 4 - Analyzing Radical Functions
 Unit 7: Quiz 1
 Unit 8: Project 1 - Analyzing Exponential Functions
 Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
 Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 1
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs
 Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.
PROFICIENCY LEVEL	F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

INDICATOR	F.IF.5.a.	<p>Focus on linear and exponential functions. (M1)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.b.	<p>Focus on linear, quadratic, and exponential functions. (A1, M2)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.c.	<p>Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.6.	<p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)</p> <p>Algebra II Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Quiz 1</p> <p>Algebra I Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Geometry Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.

INDICATOR F.IF.7.a. Graph linear functions and indicate intercepts. (A1, M1)

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Quiz 2

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Quiz 2

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR F.IF.7.b. Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Quiz 2

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Lesson 8 - Inverses of Radical Equations

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR	F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Lesson 4 - Absolute Value and Distance Unit 2: Project 1 - Analyzing the Absolute Value Function Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Project 4 - Analyzing Radical Functions Unit 7: Quiz 3</p>
INDICATOR	F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)
		<p><u>Algebra II</u> Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3</p>
INDICATOR	F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)
		<p>Algebra II</p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p>Algebra I</p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.
		<p>Algebra II</p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 2 - Graphing Rational Equations Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Lesson 4 - Rational Inequalities Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p>

INDICATOR	F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.
		<p>Algebra II</p> <p>Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 2 Unit 8: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.

PROFICIENCY LEVEL	F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
INDICATOR	F.IF.8.a.	<p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2 Unit 5: Lesson 2 - Solving by Factoring Unit 5: Lesson 3 - The Quadratic Formula Unit 5: Quiz 1</p> <p>Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR	F.IF.8.b.	<p>Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p>Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)

INDICATOR	F.IF.9.a.	Focus on linear and exponential functions. (M1) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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INDICATOR	F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.
PROFICIENCY LEVEL	F.BF.1.	Write a function that describes a relationship between two quantities.

INDICATOR	<p>F.BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)</p>
	<p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Quiz 1 Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
INDICATOR	<p>F.BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>
INDICATOR	<p>F.BF.1.c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.

PROFICIENCY LEVEL F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

Unit 8: Project 2 - Formulate Exponential Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)

INDICATOR F.BF.3.a. Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

Algebra II

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Quiz 1

Unit 7: Lesson 2 - Graphing Rational Equations

Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions

Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities

Unit 8: Quiz 1

Unit 8: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.4.	Find inverse functions.

INDICATOR F.BF.4.a. Informally determine the input of a function when the output is known. (A1, M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.b. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.c. (+) Verify by composition that one function is the inverse of another. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR	F.BF.4.d.	(+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)
		<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

INDICATOR	F.BF.4.e.	(+) Produce an invertible function from a non-invertible function by restricting the domain.
		<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.

PROFICIENCY LEVEL	F.BF.5.	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
		<p>Algebra II</p> <p>Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.
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INDICATOR F.LE.1.a. Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. <u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <u>Algebra II</u> Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 1 <u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.2.	<p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p> <p><u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations</p>
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PROFICIENCY LEVEL	F.LE.3.	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	F.LE.4.	<p>For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p><u>Algebra II</u> Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret expressions for functions in terms of the situation they model.

PROFICIENCY LEVEL	F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context. Algebra II Unit 7: Project 4 - Analyzing Radical Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 4 - Analyzing Logarithmic Functions
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Extend the domain of trigonometric functions using the unit circle.

PROFICIENCY LEVEL	F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
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Algebra II
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
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Algebra II
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
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Algebra II
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. <u>Algebra II</u> Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3 <u>Geometry</u> Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Model periodic phenomena with trigonometric functions.

PROFICIENCY LEVEL	F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. <u>Algebra II</u> Unit 10: Lesson 5 - Periodic Motion Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 2 Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. <u>Geometry</u> Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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PROFICIENCY LEVEL	F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. <u>Geometry</u> Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply trigonometric identities.

PROFICIENCY LEVEL	F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. Algebra II Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems. Algebra II Unit 10: Lesson 7 - Trigonometric Formulas Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.
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Geometry

- Unit 1: Lab 1.1: Constructing Line Segments
- Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Lesson 2 - Undefined Terms
- Unit 1: Lesson 3 - Measuring Line Segments
- Unit 1: Lesson 4 - Applying Formulas to Line Segments
- Unit 1: Lesson 5 - Angles
- Unit 1: Lesson 6 - Angle Pairs
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lab 2.1: Solving Grid Logic Puzzles
- Unit 2: Lab 2.2: Proof Planning
- Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
- Unit 2: Lesson 2 - Conditional Statements
- Unit 2: Lesson 3 - Deductive Reasoning
- Unit 2: Lesson 4 - Algebraic and Geometric Properties
- Unit 2: Lesson 5 - Algebraic Proofs
- Unit 2: Lesson 6 - Geometric Proofs
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lab 3.1: Constructing Parallel Lines
- Unit 3: Lab 3.2: Constructing Perpendicular Lines
- Unit 3: Lesson 1 - Lines and Transversals
- Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
- Unit 3: Lesson 3 - Proving Lines Parallel
- Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
- Unit 3: Lesson 5 - Line Slope and the Slope Formula
- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions

Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

PROFICIENCY LEVEL G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.

Geometry

Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.
PROFICIENCY LEVEL	G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.

INDICATOR G.CO.3.a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

INDICATOR G.CO.3.b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Understand congruence in terms of rigid motions.

PROFICIENCY LEVEL	G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3 <u>Algebra II</u> Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 4: Quiz 4
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PROFICIENCY LEVEL	G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
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PROFICIENCY LEVEL G.CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Quiz 2

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Prove geometric theorems both formally and informally using a variety of methods.

PROFICIENCY LEVEL G.CO.9. Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Geometry

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Quiz 1

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

PROFICIENCY LEVEL	G.CO.10. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
	<p><u>Geometry</u></p> <p>Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 1 - Introduction to Polygons Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1</p> <p><u>Algebra II</u></p> <p>Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p>

PROFICIENCY LEVEL	G.CO.11. Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	<p><u>Geometry</u></p> <p>Unit 6: Lesson 1 - Properties of Parallelograms Unit 6: Lesson 2 - Proving Parallelograms Unit 6: Lesson 3 - Rectangles Unit 6: Lesson 4 - Rhombuses and Squares Unit 6: Lesson 5 - Kites and Trapezoids Unit 6: Quiz 1 Unit 6: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Make geometric constructions.

PROFICIENCY LEVEL	G.CO.12.	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Geometry</p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 5 - Angles Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents Unit 8: 3D Slicing 2D Shapes Unit 8: Cross Sections Unit 8: Intro to conic sections Unit 8: Rotating 2D shapes in 3D Unit 8: Slicing 3-D Figures Unit 8: Slicing a rectangular pyramid Unit 8: Ways to cross-section a cube</p>
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PROFICIENCY LEVEL	G.CO.13.	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Geometry</p> <p>Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Classify and analyze geometric figures.

PROFICIENCY LEVEL G.CO.14. Classify two-dimensional figures in a hierarchy based on properties.

Geometry

- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Quiz 1
- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Lesson 3 - Arcs and Chords
- Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
- Unit 7: Lesson 5 - Inscribed Angles
- Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.
PROFICIENCY LEVEL	G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor:

INDICATOR G.SRT.1. a. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

INDICATOR G.SRT.1. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.

PROFICIENCY LEVEL G.SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Geometry

Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates

PROFICIENCY LEVEL G.SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Geometry

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply theorems both formally and informally involving similarity using a variety of methods.

PROFICIENCY LEVEL G.SRT.4. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Geometry

Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Quiz 2
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

PROFICIENCY LEVEL G.SRT.5. Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
 Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
 Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
 Unit 4: Quiz 2
 Unit 4: Quiz 3
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.

PROFICIENCY LEVEL G.SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

PROFICIENCY LEVEL G.SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Lesson 4 - Trigonometric Functions
 Unit 10: Lesson 5 - Periodic Motion
 Unit 10: Lesson 6 - Trigonometric Identities
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Geometry

Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.
PROFICIENCY LEVEL	G.SRT.8	Solve problems involving right triangles.

INDICATOR G.SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)
 a.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 7 - Pythagorean Inequality Theorem
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

INDICATOR	G.SRT.8. (+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3) b.
	<p><u>Algebra II</u> Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p> <p><u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply trigonometry to general triangles.

PROFICIENCY LEVEL	G.SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
	No Correlations

PROFICIENCY LEVEL	G.SRT.10 (+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

PROFICIENCY LEVEL	G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
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STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Understand and apply theorems about circles.

PROFICIENCY LEVEL G.C.1. Prove that all circles are similar using transformational arguments.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Quiz 1

PROFICIENCY LEVEL G.C.2. Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.3. Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.

Geometry

Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 2 - Triangle Bisectors
 Unit 5: Lesson 3 - Medians and Altitudes
 Unit 5: Quiz 1
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

Geometry

Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL	G.C.5.	Find arc lengths and areas of sectors of circles.
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INDICATOR G.C.5.a. Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.

Algebra II

Unit 10: Lesson 2 - Radian Measure
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 3

Geometry

Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 3

INDICATOR G.C.5.b. Derive the formula for the area of a sector, and use it to solve problems.

Geometry

Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL G.C.6. Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)

Algebra II

Unit 10: Lesson 2 - Radian Measure
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 3

Geometry

Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Translate between the geometric description and the equation for a conic section.

PROFICIENCY LEVEL	G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Quiz 1 <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 8: Intro to conic sections
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PROFICIENCY LEVEL	G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 4 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1
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PROFICIENCY LEVEL	G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.

PROFICIENCY LEVEL	G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>
PROFICIENCY LEVEL	G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.
		<p><u>Geometry</u></p> <p>Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
		<p><u>Geometry</u></p> <p>Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Explain volume formulas, and use them to solve problems.

PROFICIENCY LEVEL	G.GMD.1.	<p>Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p><u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>
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PROFICIENCY LEVEL	G.GMD.2	<p>(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p><u>Geometry</u> Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Quiz 2</p>
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PROFICIENCY LEVEL	G.GMD.3	<p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p><u>Geometry</u> Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Lesson 8 - Properties of Spheres Unit 8: Project 3 - Problem-Solving With the Volume of Solids Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Visualize relationships between two-dimensional and three-dimensional objects.

PROFICIENCY LEVEL	G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
		<p><u>Geometry</u></p> <p>Unit 8: 3D Slicing 2D Shapes</p> <p>Unit 8: Cross Sections</p> <p>Unit 8: Intro to conic sections</p> <p>Unit 8: Lesson 4 - Properties of Prisms</p> <p>Unit 8: Lesson 5 - Properties of Cylinders</p> <p>Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Rotating 2D shapes in 3D</p> <p>Unit 8: Slicing 3-D Figures</p> <p>Unit 8: Slicing a rectangular pyramid</p> <p>Unit 8: Ways to cross-section a cube</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationships between lengths, area, and volumes.

PROFICIENCY LEVEL	G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 3 - Triangle Similarity</p> <p>Unit 9: Lesson 4 - Triangle Proportionality</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p>Unit 9: Quiz 3</p> <p>Unit 10: Lesson 1 - Similarity in Right Triangles</p> <p>Unit 10: Quiz 1</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p>

PROFICIENCY LEVEL	G.GMD.6	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 1 - Properties of Proportions</p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p> <p>Unit 2 - Introduction and Basics to Algebra: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.MG.	MODELING WITH GEOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply geometric concepts in modeling situations.

PROFICIENCY LEVEL G.MG.1. Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.

Geometry

- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Quiz 1
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Lesson 1 - Three-Dimensional Figures
- Unit 8: Lesson 4 - Properties of Prisms
- Unit 8: Lesson 5 - Properties of Cylinders
- Unit 8: Lesson 6 - Properties of Pyramids
- Unit 8: Lesson 7 - Properties of Cones
- Unit 8: Lesson 8 - Properties of Spheres
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Quiz 3
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

PROFICIENCY LEVEL G.MG.2. Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.

Geometry

- Unit 8: Project 3 - Problem-Solving With the Volume of Solids
- Unit 8: Quiz 2
- Unit 8: Quiz 3

PROFICIENCY LEVEL	G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.
		<p><u>Geometry</u></p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 1 - Course Guidelines Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Quiz 1 Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents</p>

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on a single count or measurement variable.

PROFICIENCY LEVEL S.ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.

No Correlations

PROFICIENCY LEVEL S.ID.2. In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.

Algebra II

Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Quiz 1

PROFICIENCY LEVEL S.ID.3. In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

No Correlations

PROFICIENCY LEVEL S.ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Algebra II

Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
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STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.

PROFICIENCY LEVEL S.ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.
PROFICIENCY LEVEL	S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

INDICATOR S.ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR S.ID.6.b. Informally assess the fit of a function by discussing residuals. (A2, M3)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR S.ID.6.c. Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Interpret linear models.

PROFICIENCY LEVEL S.ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Algebra II

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.9. Distinguish between correlation and causation.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand and evaluate random processes underlying statistical experiments.

PROFICIENCY LEVEL	S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. No Correlations
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PROFICIENCY LEVEL	S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCE AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

PROFICIENCY LEVEL	S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 1 Unit 9: Quiz 3
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PROFICIENCY LEVEL	S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. No Correlations
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PROFICIENCY LEVEL	S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Lesson 7 - Modeling Data Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Geometry Unit 10: Lab 10.1: Probability
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PROFICIENCY LEVEL	S.IC.6.	Evaluate reports based on data. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

BENCHMARK / GRADE LEVEL INDICATOR	Understand independence and conditional probability, and use them to interpret data.	
PROFICIENCY LEVEL	S.CP.1.	<p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.2.	<p>Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.3.	<p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.4.	<p>Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.5.	<p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY
BENCHMARK / GRADE LEVEL INDICATOR		Use the rules of probability to compute probabilities of compound events in a uniform probability model.

PROFICIENCY LEVEL S.CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence

Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B|A) = P(B) \cdot P(A|B)$, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence

Unit 9: Lesson 5 - Compound Events

Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence

Unit 9: Lesson 5 - Compound Events

Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Calculate expected values, and use them to solve problems.

PROFICIENCY LEVEL	S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1
PROFICIENCY LEVEL	S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.
PROFICIENCY LEVEL	S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

INDICATOR	S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
INDICATOR	S.MD.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.

PROFICIENCY LEVEL S.MD.6. (+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.

No Correlations

PROFICIENCY LEVEL S.MD.7. (+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.

Algebra II

Unit 9: Lesson 6 - Probability and Decision Making

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Ohio Learning Standards

Mathematics

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

DOMAIN / ACADEMIC CONTENT STANDARD	OH.MP.	Standards for Mathematical Practice
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STANDARD / BENCHMARK MP.1. Make sense of problems and persevere in solving them.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities

Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel
Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions
Unit 9: Lesson 2 - Polygon Similarity

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 6 - Congruent Transformations
Unit 9: Lesson 7 - Congruent Transformations (continued)
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Lesson 9 - Symmetry and Tessellations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors
Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
Unit 2 - Introduction and Basics to Algebra: Quiz 1
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
Unit 3 - Equations and Inequalities: Quiz 1
Unit 3 - Equations and Inequalities: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1

STANDARD /
BENCHMARK

MP.2.

Reason abstractly and quantitatively.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors

Unit 1: Lesson 1 - Course Guidelines

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Lesson 4 - Applying Formulas to Line Segments

Unit 1: Lesson 5 - Angles

Unit 1: Lesson 6 - Angle Pairs

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lab 2.1: Solving Grid Logic Puzzles

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning

Unit 2: Lesson 2 - Conditional Statements

Unit 2: Lesson 3 - Deductive Reasoning

Unit 2: Lesson 4 - Algebraic and Geometric Properties

Unit 2: Lesson 5 - Algebraic Proofs

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals

Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lab 7.2: Creating Circle Graphs

Unit 7: Lesson 1 - Properties of Circles

Unit 7: Lesson 2 - Lines and Segments That Intersect Circles

Unit 7: Lesson 3 - Arcs and Chords

Unit 7: Lesson 5 - Inscribed Angles

Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Three-Dimensional Figures

Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!

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MP.3.

Construct viable arguments and critique the reasoning of others.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
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Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
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Unit 8: Quiz 2
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Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
Unit 2: Lesson 2 - Conditional Statements
Unit 2: Lesson 3 - Deductive Reasoning
Unit 2: Lesson 4 - Algebraic and Geometric Properties
Unit 2: Lesson 5 - Algebraic Proofs
Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
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Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
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Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 8: Rotating 2D shapes in 3D
 Unit 8: Slicing 3-D Figures
 Unit 8: Slicing a rectangular pyramid
 Unit 8: Ways to cross-section a cube
 Unit 9: Activity: Translation/Rotation
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 Unit 10: Lab 10.1: Probability
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Model with mathematics.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
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 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
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 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Lesson 1 - Definitions and Examples
 Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
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Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
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Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lab 2.1: Solving Grid Logic Puzzles
Unit 2: Lab 2.2: Proof Planning
Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
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Unit 2: Lesson 6 - Geometric Proofs
Unit 2: Quiz 1
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Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Lesson 1 - Lines and Transversals
Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
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Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
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Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 1
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Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 1 - Introduction to Polygons
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Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
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Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
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Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
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Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
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Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
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Unit 9: Lesson 7 - Congruent Transformations (continued)
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Unit 9: Lesson 9 - Symmetry and Tessellations
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Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab 10.1: Probability
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Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
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Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
Unit 10 - Solving Quadratic Equations: Quiz 1
Unit 10 - Solving Quadratic Equations: Quiz 2
Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra
Unit 2 - Introduction and Basics to Algebra: Quiz 2
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 4 - Linear Functions and Slope: Quiz 3
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1

Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

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MP.5. Use appropriate tools strategically.

Algebra II

Unit 8: Lesson 3 - Applications of Exponential Functions

Unit 8: Quiz 1

Geometry

Unit 1: Lab 1.1: Constructing Line Segments

Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors

Unit 1: Lesson 3 - Measuring Line Segments

Unit 1: Lesson 4 - Applying Formulas to Line Segments

Unit 1: Lesson 5 - Angles

Unit 1: Lesson 6 - Angle Pairs

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 3: Lab 3.1: Constructing Parallel Lines

Unit 3: Lab 3.2: Constructing Perpendicular Lines

Unit 3: Quiz 2

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 5: Lab 5.1: Constructing a Circumcenter

Unit 5: Quiz 1

Unit 6: Lab 6.1: Constructing a Rectangle

Unit 7: Lab 7.1: Constructing Tangents

Unit 7: Lab 7.2: Creating Circle Graphs

Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections

Unit 8: Intro to conic sections

Unit 8: Rotating 2D shapes in 3D

Unit 8: Slicing 3-D Figures

Unit 8: Slicing a rectangular pyramid

Unit 8: Ways to cross-section a cube

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lab: Using Technology to Evaluate Expressions

Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications

Unit 6 - Systems of Equations and Inequalities: Quiz 1

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MP.6. Attend to precision.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Lesson 2 - Relations and Properties

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2

Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 3: Lesson 5 - Line Slope and the Slope Formula
Unit 3: Lesson 6 - Line Slope and Line Pairs
Unit 3: Quiz 3
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Quiz 3
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 5 - Law of Sines and Law of Cosines
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 10: Least Common Multiples and Least Common Denominators
Unit 1 - Pre-test Skills Assessment: Skill 11: Writing Fractions in Simplest Terms
Unit 1 - Pre-test Skills Assessment: Skill 12: Greatest Common Factors

Unit 1 - Pre-test Skills Assessment: Skill 13: Addition and Subtraction of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 14: Multiplication and Division of Fractions
 Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 2: Addition and Subtraction of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 3: Multiplication of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 4: Division of Real Numbers
 Unit 1 - Pre-test Skills Assessment: Skill 5: Estimation With Rounding
 Unit 1 - Pre-test Skills Assessment: Skill 6: Prime and Composite Numbers and Prime Factorization
 Unit 1 - Pre-test Skills Assessment: Skill 7: Powers, Exponents, and Roots
 Unit 1 - Pre-test Skills Assessment: Skill 8: Coordinate Planes
 Unit 1 - Pre-test Skills Assessment: Skill 9: Equivalent Fractions
 Unit 2 - Introduction and Basics to Algebra: Lesson 2 - Writing and Evaluating Algebraic Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
 Unit 2 - Introduction and Basics to Algebra: Quiz 1
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
 Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
 Unit 3 - Equations and Inequalities: Quiz 1
 Unit 3 - Equations and Inequalities: Quiz 2
 Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
 Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
 Unit 4 - Linear Functions and Slope: Quiz 3
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
 Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
 Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
 Unit 7 - Exponents and Exponential Functions: Quiz 1
 Unit 7 - Exponents and Exponential Functions: Quiz 3

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MP.7.

Look for and make use of structure.

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions
 Unit 1: Lesson 1 - Real Numbers and Their Subsets
 Unit 1: Lesson 2 - Relations and Properties
 Unit 1: Lesson 3 - Polynomials
 Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
 Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
 Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
 Unit 1: Lesson 9 - Functions
 Unit 1: Quiz 1
 Unit 1: Quiz 2
 Unit 1: Quiz 3
 Unit 2: Lesson 1 - Standard Form of a Linear Equation
 Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Lesson 3 - Piecewise Linear Relations
 Unit 2: Lesson 4 - Absolute Value and Distance
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Lesson 6 - Composition of Linear Functions
 Unit 2: Lesson 7 - Inverse of Linear Functions
 Unit 2: Lesson 8 - Linear Relations with Three Unknowns
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Project 1 - Analyzing the Absolute Value Function
 Unit 2: Quiz 1
 Unit 2: Quiz 2

Unit 2: Quiz 3
Unit 3: Lesson 1 - Definitions and Examples
Unit 3: Lesson 2 - Addition and Subtraction
Unit 3: Lesson 3 - Multiplication
Unit 3: Lesson 4 - Multiplication, continued
Unit 3: Lesson 5 - Elementary Row Operations
Unit 3: Lesson 6 - Solving Systems of Linear Equations
Unit 3: Lesson 7 - Determinants
Unit 3: Lesson 8 - Cramer's Rule
Unit 3: Lesson 9 - Inverse
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - The Intersection of a Plane and a Cone
Unit 4: Lesson 2 - Equations of Circles
Unit 4: Lesson 3 - Graphs of Circles
Unit 4: Lesson 4 - Equations of Ellipses
Unit 4: Lesson 5 - Graphs of Ellipses
Unit 4: Lesson 6 - Equations of Hyperbolas
Unit 4: Lesson 7 - Graphs of Hyperbolas
Unit 4: Lesson 8 - Equations of Parabolas
Unit 4: Lesson 9 - Graphs of Parabolas
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Quiz 4
Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
Unit 5: Lesson 1 - Solving by Graphing
Unit 5: Lesson 2 - Solving by Factoring
Unit 5: Lesson 3 - The Quadratic Formula
Unit 5: Lesson 4 - Solving With the Quadratic Formula
Unit 5: Lesson 5 - Imaginary and Complex Numbers
Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
Unit 5: Lesson 8 - Systems of Equations
Unit 5: Lesson 9 - Systems of Equations, continued
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 1: Lab 1.1: Constructing Line Segments
Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
Unit 1: Lesson 1 - Course Guidelines
Unit 1: Lesson 2 - Undefined Terms
Unit 1: Lesson 3 - Measuring Line Segments
Unit 1: Lesson 4 - Applying Formulas to Line Segments
Unit 1: Lesson 5 - Angles
Unit 1: Lesson 6 - Angle Pairs
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 3: Lab 3.1: Constructing Parallel Lines
Unit 3: Lab 3.2: Constructing Perpendicular Lines
Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
Unit 3: Quiz 2
Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Quiz 2

Unit 8: Lesson 1 - Three-Dimensional Figures
 Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
 Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
 Unit 8: Lesson 4 - Properties of Prisms
 Unit 8: Lesson 5 - Properties of Cylinders
 Unit 8: Lesson 6 - Properties of Pyramids
 Unit 8: Lesson 7 - Properties of Cones
 Unit 8: Lesson 8 - Properties of Spheres
 Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
 Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
 Unit 8: Project 3 - Problem-Solving With the Volume of Solids
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 1 - Properties of Proportions
 Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 3
 Unit 10: Lab 10.1: Probability
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 5 - Law of Sines and Law of Cosines
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions
 Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations
 Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots
 Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula
 Unit 10 - Solving Quadratic Equations: Quiz 1
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
 Unit 2 - Introduction and Basics to Algebra: Lesson 3 - Simplifying Algebraic Expressions
 Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
 Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
 Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates
 Unit 2 - Introduction and Basics to Algebra: Quiz 1
 Unit 2 - Introduction and Basics to Algebra: Quiz 2
 Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
 Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
 Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
 Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
 Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
 Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
 Unit 3 - Equations and Inequalities: Quiz 1
 Unit 3 - Equations and Inequalities: Quiz 2
 Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
 Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
 Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
 Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
 Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
 Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change
 Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines
 Unit 4 - Linear Functions and Slope: Quiz 1
 Unit 4 - Linear Functions and Slope: Quiz 2
 Unit 4 - Linear Functions and Slope: Quiz 3
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
 Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
Unit 6 - Systems of Equations and Inequalities: Quiz 1
Unit 6 - Systems of Equations and Inequalities: Quiz 2
Unit 6 - Systems of Equations and Inequalities: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents
Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation
Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 1
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 2 - Multiplication of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 3 - Special Products
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 4 - Division of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials
Unit 8 - Polynomials and Factoring: Lesson 5 - Factoring Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
Unit 8 - Polynomials and Factoring: Lesson 8 - Factoring Special Products
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 8 - Polynomials and Factoring: Quiz 2
Unit 8 - Polynomials and Factoring: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form
Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 1
Unit 9 - Graphing Quadratic Functions: Quiz 2
Unit 9 - Graphing Quadratic Functions: Quiz 3

Algebra II

Unit 1: Activity - Formulating and Solving Inverse Variation Functions

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Lesson 2 - Relations and Properties

Unit 1: Lesson 3 - Polynomials

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - Standard Form of a Linear Equation

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Lesson 3 - Piecewise Linear Relations

Unit 2: Lesson 4 - Absolute Value and Distance

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Lesson 6 - Composition of Linear Functions

Unit 2: Lesson 7 - Inverse of Linear Functions

Unit 2: Lesson 8 - Linear Relations with Three Unknowns

Unit 2: Lesson 9 - Linear Systems

Unit 2: Project 1 - Analyzing the Absolute Value Function

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Definitions and Examples

Unit 3: Lesson 2 - Addition and Subtraction

Unit 3: Lesson 3 - Multiplication

Unit 3: Lesson 4 - Multiplication, continued

Unit 3: Lesson 5 - Elementary Row Operations

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 7 - Determinants

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - The Intersection of a Plane and a Cone

Unit 4: Lesson 2 - Equations of Circles

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Lesson 4 - Equations of Ellipses

Unit 4: Lesson 5 - Graphs of Ellipses

Unit 4: Lesson 6 - Equations of Hyperbolas

Unit 4: Lesson 7 - Graphs of Hyperbolas

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Quiz 4

Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers

Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 1 - Polynomials, Addition, and Subtraction
Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
Unit 6: Lesson 3 - Factoring Patterns
Unit 6: Lesson 4 - Synthetic Division
Unit 6: Lesson 5 - Polynomial Roots
Unit 6: Lesson 6 - Rational Roots Test
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Lesson 8 - Composition of Functions
Unit 6: Lesson 9 - Domain and Range of Polynomial Functions
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Simplifying Rational Expressions
Unit 7: Lesson 2 - Graphing Rational Equations
Unit 7: Lesson 3 - Asymptotic Behavior
Unit 7: Lesson 4 - Rational Inequalities
Unit 7: Lesson 5 - Fractional Exponents
Unit 7: Lesson 6 - Radical Expressions
Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Lesson 9 - Composition of Functions
Unit 7: Project 1 - Finding the Domain and Range of Rational Functions
Unit 7: Project 2 - Finding the Domain and Range of Rational Functions
Unit 7: Project 3 - Rational Functions in Real-World Situations
Unit 7: Project 4 - Analyzing Radical Functions
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 5 - Logarithmic Functions
Unit 8: Lesson 6 - Properties of Logarithmic Functions
Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Project 4 - Analyzing Logarithmic Functions
Unit 8: Project 5 - Determine the Reasonableness of a Solution to a Logarithmic Equation
Unit 8: Project 6 - Formulate Real-World Logarithmic Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Activity (Scatter Plots)
Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Lesson 3 - Statistical Experiments
Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Lesson 6 - Probability and Decision Making
Unit 9: Lesson 7 - Modeling Data
Unit 9: Project 1 - Create Sample Space Tables to Calculate Probability
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 3 - Law of Sines and Law of Cosines
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 7 - Trigonometric Formulas
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry

Unit 2: Lab 2.1: Solving Grid Logic Puzzles

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning

Unit 2: Lesson 2 - Conditional Statements

Unit 2: Lesson 3 - Deductive Reasoning

Unit 2: Lesson 4 - Algebraic and Geometric Properties

Unit 2: Lesson 5 - Algebraic Proofs

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Lesson 5 - Line Slope and the Slope Formula

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lesson 2 - Classifying Triangles

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Lesson 6 - Triangles and Coordinate Proof

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 2 - Triangle Bisectors

Unit 5: Lesson 3 - Medians and Altitudes

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Lesson 1 - Properties of Parallelograms

Unit 6: Lesson 2 - Proving Parallelograms

Unit 6: Lesson 3 - Rectangles

Unit 6: Lesson 4 - Rhombuses and Squares

Unit 6: Lesson 5 - Kites and Trapezoids

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 7: Lesson 2 - Lines and Segments That Intersect Circles

Unit 7: Lesson 3 - Arcs and Chords

Unit 7: Quiz 1

Unit 8: 3D Slicing 2D Shapes

Unit 8: Cross Sections

Unit 8: Intro to conic sections

Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures

Unit 8: Rotating 2D shapes in 3D

Unit 8: Slicing 3-D Figures

Unit 8: Slicing a rectangular pyramid

Unit 8: Ways to cross-section a cube

Unit 9: Lesson 3 - Triangle Similarity

Unit 9: Lesson 4 - Triangle Proportionality

Unit 9: Lesson 5 - Proportionality and Scale Drawings

Unit 9: Quiz 2

Unit 10: Lesson 1 - Similarity in Right Triangles

Unit 10: Lesson 2 - Trigonometric Ratios

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Extend the properties of exponents to rational exponents.

PROFICIENCY LEVEL N.RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Algebra I

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

PROFICIENCY LEVEL N.RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 7 - Exponents and Exponential Functions: Lesson 1 - Integer Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 2 - Multiplication and Division Properties of Exponents

Unit 7 - Exponents and Exponential Functions: Lesson 3 - Powers of Ten and Scientific Notation

Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions

Unit 7 - Exponents and Exponential Functions: Quiz 1

Unit 7 - Exponents and Exponential Functions: Quiz 2

Algebra II

Unit 7: Lesson 5 - Fractional Exponents

Unit 7: Lesson 6 - Radical Expressions

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Quiz 2

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.RN.	THE REAL NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use properties of rational and irrational numbers.

PROFICIENCY LEVEL N.RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Algebra II

Unit 1: Lesson 1 - Real Numbers and Their Subsets

Unit 1: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.Q.	QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Reason quantitatively and use units to solve problems.

PROFICIENCY LEVEL N.Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

No Correlations

PROFICIENCY LEVEL N.Q.2. Define appropriate quantities for the purpose of descriptive modeling.

No Correlations

PROFICIENCY LEVEL N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations with complex numbers.

PROFICIENCY LEVEL N.CN.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Algebra II

Unit 5: Lesson 5 - Imaginary and Complex Numbers
 Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

Algebra I

Unit 1 - Pre-test Skills Assessment: Skill 1: Real Numbers

PROFICIENCY LEVEL N.CN.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Algebra II

Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers
 Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers
 Unit 5: Quiz 2
 Unit 5: Quiz 3

PROFICIENCY LEVEL	N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers. Algebra II Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Represent complex numbers and their operations on the complex plane.

PROFICIENCY LEVEL	N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° . Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Lesson 7 - Multiplying and Dividing Complex Numbers Unit 5: Quiz 2 Unit 5: Quiz 3
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PROFICIENCY LEVEL	N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.CN.	THE COMPLEX NUMBER SYSTEM
BENCHMARK / GRADE LEVEL INDICATOR		Use complex numbers in polynomial identities and equations.

PROFICIENCY LEVEL	N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions. Algebra II Unit 5: Lesson 5 - Imaginary and Complex Numbers Unit 5: Quiz 2
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PROFICIENCY LEVEL	N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Quiz 2
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PROFICIENCY LEVEL	N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Algebra II Unit 6: Lesson 5 - Polynomial Roots Unit 6: Lesson 6 - Rational Roots Test Unit 6: Quiz 2 Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and model with vector quantities.

PROFICIENCY LEVEL	N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , \vec{u} , $ \vec{v} $, $ \vec{u} $, $\vec{v} \rightarrow$. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors. Algebra II Unit 5: Lesson 6 - Adding and Subtracting Complex Numbers Unit 5: Quiz 2 Geometry Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.4.	(+) Add and subtract vectors.

INDICATOR N.VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

No Correlations

INDICATOR N.VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

No Correlations

INDICATOR N.VM.4.c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on vectors.
PROFICIENCY LEVEL	N.VM.5.	(+) Multiply a vector by a scalar.

INDICATOR N.VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

No Correlations

INDICATOR	N.VM.5.b	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
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No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.N.	Number and Quantity Standards
STANDARD / BENCHMARK	N.VM.	VECTOR AND MATRIX QUANTITIES
BENCHMARK / GRADE LEVEL INDICATOR		Perform operations on matrices, and use matrices in applications.

PROFICIENCY LEVEL	N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
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No Correlations

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

Unit 3: Lesson 3 - Multiplication
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.
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Algebra II

Unit 3: Lesson 2 - Addition and Subtraction
 Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

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

Unit 3: Lesson 4 - Multiplication, continued
 Unit 3: Lesson 5 - Elementary Row Operations
 Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY LEVEL	N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Algebra II Unit 3: Lesson 2 - Addition and Subtraction Unit 3: Lesson 4 - Multiplication, continued Unit 3: Lesson 5 - Elementary Row Operations Unit 3: Lesson 6 - Solving Systems of Linear Equations Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
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PROFICIENCY LEVEL	N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. No Correlations
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PROFICIENCY LEVEL	N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. Algebra II Unit 3: Lesson 7 - Determinants Unit 3: Lesson 8 - Cramer's Rule Unit 3: Lesson 9 - Inverse Unit 3: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.
PROFICIENCY LEVEL	A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.

INDICATOR	A.SSE.1. a.	Interpret parts of an expression, such as terms, factors, and coefficients. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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INDICATOR	A.SSE.1. b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. Algebra I Unit 2 - Introduction and Basics to Algebra: Lesson 1 - The History and Language of Algebra Unit 2 - Introduction and Basics to Algebra: Quiz 1 Unit 2 - Introduction and Basics to Algebra: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
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STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret the structure of expressions.

PROFICIENCY LEVEL A.SSE.2. Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Algebra II

- Unit 1: Lesson 3 - Polynomials
- Unit 1: Quiz 1
- Unit 6: Lesson 2 - Polynomials, Multiplication, and Division
- Unit 6: Lesson 3 - Factoring Patterns
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lesson 1 - Simplifying Rational Expressions
- Unit 7: Lesson 3 - Asymptotic Behavior
- Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.
PROFICIENCY LEVEL	A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

INDICATOR A.SSE.3. a. Factor a quadratic expression to reveal the zeros of the function it defines.

Algebra II

- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Quiz 2
- Unit 5: Lesson 2 - Solving by Factoring
- Unit 5: Quiz 1
- Unit 6: Lesson 5 - Polynomial Roots
- Unit 6: Quiz 2

Algebra I

- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1
- Unit 8 - Polynomials and Factoring: Lesson 6 - Factoring Quadratic Trinomials: Part 1 (Continued)
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2
- Unit 8 - Polynomials and Factoring: Lesson 7 - Factoring Quadratic Trinomials: Part 2 (Continued)
- Unit 8 - Polynomials and Factoring: Quiz 3
- Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
- Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	A.SSE.3. b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Algebra II Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 4 Unit 5: Lesson 1 - Solving by Graphing Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 2 Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	A.SSE.3. c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as 2^{3t} . Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3 Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.SSE.	SEEING STRUCTURE IN EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Write expressions in equivalent forms to solve problems.

PROFICIENCY LEVEL	A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.
		<p><u>Algebra II</u> Unit 8: Project 2 - Formulate Exponential Equations</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Perform arithmetic operations on polynomials.
PROFICIENCY LEVEL	A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

INDICATOR	A.APR.1. a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)
		No Correlations

INDICATOR	A.APR.1. b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)
		<p><u>Algebra II</u> Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 1 - Simplifying Rational Expressions Unit 7: Lesson 6 - Radical Expressions Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>Algebra I</u> Unit 10 - Solving Quadratic Equations: Lesson 1 - Performing Operations with Radical Expressions Unit 10 - Solving Quadratic Equations: Quiz 1 Unit 7 - Exponents and Exponential Functions: Lesson 4 - Rational Exponents and Radical Expressions Unit 7 - Exponents and Exponential Functions: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationship between zeros and factors of polynomials.

PROFICIENCY LEVEL	A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
		<p>Algebra II</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 1</p> <p>Unit 7: Lesson 1 - Simplifying Rational Expressions</p> <p>Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.
		<p>Algebra II</p> <p>Unit 5: Lesson 1 - Solving by Graphing</p> <p>Unit 6: Lesson 5 - Polynomial Roots</p> <p>Unit 6: Lesson 6 - Rational Roots Test</p> <p>Unit 6: Quiz 2</p> <p>Unit 7: Lesson 3 - Asymptotic Behavior</p> <p>Unit 7: Quiz 1</p> <p>Algebra I</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)</p> <p>Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form</p> <p>Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 1</p> <p>Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form</p> <p>Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 1</p> <p>Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use polynomial identities to solve problems.

PROFICIENCY LEVEL	A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
		No Correlations

PROFICIENCY LEVEL	A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
		<p>Algebra II</p> <p>Unit 6: Lesson 3 - Factoring Patterns</p> <p>Unit 6: Quiz 1</p> <p>Unit 9: Lesson 3 - Statistical Experiments</p> <p>Unit 9: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Rewrite rational expressions.

PROFICIENCY LEVEL A.APR.6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

PROFICIENCY LEVEL 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.

Algebra II

Unit 7: Lesson 1 - Simplifying Rational Expressions

Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.

INDICATOR	A.CED.1. a.	Focus on applying linear and simple exponential expressions. (A1, M1) Algebra II Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations Algebra I Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3 Geometry Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3
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INDICATOR	A.CED.1. b.	Focus on applying simple quadratic expressions. (A1, M2) No Correlations
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INDICATOR	A.CED.1. c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

INDICATOR A.CED.2. Focus on applying linear and simple exponential expressions. (A1, M1)
a.

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Quiz 2
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3

INDICATOR A.CED.2. Focus on applying simple quadratic expressions. (A1, M2)
b.

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 3

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Quiz 2

Unit 7: Lesson 8 - Inverses of Radical Equations

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.CED.2. Extend to include more complicated function situations with the option to graph with technology. (A2, M3)
c.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)

INDICATOR A.CED.3. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra I

- Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
- Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities
- Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities
- Unit 3 - Equations and Inequalities: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
- Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
- Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
- Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
- Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
- Unit 5 - Writing and Graphing Linear Equations: Quiz 1
- Unit 5 - Writing and Graphing Linear Equations: Quiz 2
- Unit 5 - Writing and Graphing Linear Equations: Quiz 3
- Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution
- Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)
- Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction
- Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication
- Unit 6 - Systems of Equations and Inequalities: Quiz 1
- Unit 6 - Systems of Equations and Inequalities: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
- Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities
- Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 2: Lesson 1 - Standard Form of a Linear Equation
- Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
- Unit 2: Lesson 3 - Piecewise Linear Relations
- Unit 2: Quiz 1
- Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane
- Unit 8: Project 2 - Formulate Exponential Equations

Geometry

- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.CED.	CREATING EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Create equations that describe numbers or relationships.
PROFICIENCY LEVEL	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)

a.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)

b.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)

c.

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Quiz 1

Algebra I

Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
Unit 3 - Equations and Inequalities: Quiz 2

INDICATOR A.CED.4. While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)

Algebra II

- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Quiz 2
- Unit 6: Lesson 7 - Inverses of Polynomial Functions
- Unit 6: Quiz 3
- Unit 7: Lesson 8 - Inverses of Radical Equations
- Unit 7: Quiz 3
- Unit 8: Lesson 4 - Inverse of an Exponential Function
- Unit 8: Quiz 2
- Unit 10: Lesson 1 - Right Triangle Trigonometry
- Unit 10: Quiz 1

Algebra I

- Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations
- Unit 3 - Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Understand solving equations as a process of reasoning and explain the reasoning.

PROFICIENCY LEVEL A.REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Algebra I

- Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
- Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations
- Unit 2 - Introduction and Basics to Algebra: Quiz 2
- Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations
- Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides
- Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications
- Unit 3 - Equations and Inequalities: Quiz 1

Geometry

- Unit 2: Lesson 5 - Algebraic Proofs
- Unit 2: Quiz 3

Algebra II

- Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
- Unit 1: Quiz 2

PROFICIENCY LEVEL A.REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Algebra II

Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations

Unit 1: Quiz 3

Unit 7: Project 3 - Rational Functions in Real-World Situations

Unit 7: Project 4 - Analyzing Radical Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 2 - Solving Radical Equations

Unit 10 - Solving Quadratic Equations: Quiz 1

Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.

PROFICIENCY LEVEL A.REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 5 - Solving Equations

Unit 2 - Introduction and Basics to Algebra: Quiz 2

Unit 3 - Equations and Inequalities: Lesson 1 - Solving Multi-Step Equations

Unit 3 - Equations and Inequalities: Lesson 2 - Solving Equations With Variables on Both Sides

Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications

Unit 3 - Equations and Inequalities: Lesson 5 - Understanding and Solving Inequalities

Unit 3 - Equations and Inequalities: Lesson 6 - Solving Multi-Step and Compound Inequalities

Unit 3 - Equations and Inequalities: Quiz 1

Unit 3 - Equations and Inequalities: Quiz 2

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve equations and inequalities in one variable.
PROFICIENCY LEVEL	A.REI.4.	Solve quadratic equations in one variable.

INDICATOR A.REI.4.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.b. Solve quadratic equations as appropriate to the initial A.REI.4 form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 2 - Solving by Factoring

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Lesson 5 - Imaginary and Complex Numbers

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 3 - Solving Quadratic Equations by Using Square Roots

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR A.REI.4.c. (+) Derive the quadratic formula using the method of completing the square.

Algebra II

Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities

Unit 1: Quiz 2

Unit 5: Lesson 3 - The Quadratic Formula

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 1

Unit 5: Quiz 3

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY
LEVEL

A.REI.5.

Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 9 - Linear Systems

Unit 2: Quiz 3

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.
PROFICIENCY LEVEL	A.REI.6.	Solve systems of linear equations algebraically and graphically.

INDICATOR A.REI.6.a. Limit to pairs of linear equations in two variables. (A1, M1)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Lesson 9 - Linear Systems

Unit 2: Quiz 3

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)

Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications

Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution

Unit 6 - Systems of Equations and Inequalities: Lesson 3 - Solving Systems by Substitution (Continued)

Unit 6 - Systems of Equations and Inequalities: Lesson 4 - Using Gaussian Elimination to Solve Systems with Addition and Subtraction

Unit 6 - Systems of Equations and Inequalities: Lesson 5 - Using Gaussian Elimination to Solve Systems with Multiplication

Unit 6 - Systems of Equations and Inequalities: Quiz 1

Unit 6 - Systems of Equations and Inequalities: Quiz 2

INDICATOR A.REI.6.b Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued

Unit 2: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Solve systems of equations.

PROFICIENCY LEVEL A.REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Algebra II

Unit 5: Lesson 8 - Systems of Equations

Unit 5: Lesson 9 - Systems of Equations, continued

Unit 5: Quiz 3

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

Algebra II

Unit 3: Lesson 6 - Solving Systems of Linear Equations

Unit 3: Lesson 8 - Cramer's Rule

Unit 3: Lesson 9 - Inverse

Unit 3: Quiz 2

Unit 3: Quiz 3

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

Algebra II

Unit 3: Lesson 6 - Solving Systems of Linear Equations
 Unit 3: Lesson 8 - Cramer's Rule
 Unit 3: Lesson 9 - Inverse
 Unit 3: Quiz 2
 Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.A.	Algebra Standards
STANDARD / BENCHMARK	A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES
BENCHMARK / GRADE LEVEL INDICATOR		Represent and solve equations and inequalities graphically.

PROFICIENCY LEVEL A.REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

No Correlations

PROFICIENCY LEVEL A.REI.11. Explain why the x-coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.

Algebra II

Unit 2: Lesson 10 - Linear Systems, Continued
 Unit 2: Lesson 9 - Linear Systems
 Unit 2: Quiz 3
 Unit 5: Lesson 8 - Systems of Equations
 Unit 5: Lesson 9 - Systems of Equations, continued
 Unit 5: Quiz 3

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing
 Unit 6 - Systems of Equations and Inequalities: Lesson 1 - Solving Systems of Linear Equations by Graphing (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 2 - Limitations of Graphing and Real-World Applications
 Unit 6 - Systems of Equations and Inequalities: Quiz 1

PROFICIENCY LEVEL A.REI.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 1: Quiz 2
 Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
 Unit 2: Quiz 2

Algebra I

Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables
 Unit 6 - Systems of Equations and Inequalities: Lesson 6 - Linear Inequalities in Two Variables (Continued)
 Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities
 Unit 6 - Systems of Equations and Inequalities: Lesson 7 - Systems of Linear Inequalities (Continued)
 Unit 6 - Systems of Equations and Inequalities: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand the concept of a function, and use function notation.

PROFICIENCY LEVEL F.IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Algebra II

- Unit 1: Lesson 9 - Functions
- Unit 1: Quiz 3
- Unit 2: Lesson 6 - Composition of Linear Functions
- Unit 2: Lesson 7 - Inverse of Linear Functions
- Unit 2: Quiz 2
- Unit 6: Lesson 7 - Inverses of Polynomial Functions
- Unit 6: Quiz 3
- Unit 7: Lesson 9 - Composition of Functions
- Unit 7: Quiz 3

Algebra I

- Unit 2 - Introduction and Basics to Algebra: Lesson 4 - Relations: Equations, Functions, and Inequalities
- Unit 2 - Introduction and Basics to Algebra: Quiz 2
- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
- Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
- Unit 4 - Linear Functions and Slope: Quiz 1

PROFICIENCY LEVEL F.IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Algebra II

- Unit 8: Project 2 - Formulate Exponential Equations

Algebra I

- Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences
- Unit 4 - Linear Functions and Slope: Quiz 2
- Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
- Unit 7 - Exponents and Exponential Functions: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.(A2, M3)
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INDICATOR F.IF.4.a. Focus on linear and exponential functions. (M1)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 5: Lesson 1 - Solving by Graphing

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

(Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR F.IF.4.b. Focus on linear, quadratic, and exponential functions. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities
 Unit 1: Quiz 3
 Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
 Unit 2: Quiz 1
 Unit 5: Lesson 1 - Solving by Graphing
 Unit 6: Lesson 5 - Polynomial Roots
 Unit 6: Quiz 2
 Unit 7: Lesson 3 - Asymptotic Behavior
 Unit 7: Project 4 - Analyzing Radical Functions
 Unit 7: Quiz 1
 Unit 8: Project 1 - Analyzing Exponential Functions
 Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square
 Unit 10 - Solving Quadratic Equations: Quiz 2
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
 Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
 Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
 Unit 5 - Writing and Graphing Linear Equations: Quiz 1
 Unit 5 - Writing and Graphing Linear Equations: Quiz 3
 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
 Unit 7 - Exponents and Exponential Functions: Quiz 2
 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions
 Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form
 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing
 Unit 9 - Graphing Quadratic Functions: Quiz 1
 Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs
 Unit 3: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.
PROFICIENCY LEVEL	F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

INDICATOR	F.IF.5.a.	<p>Focus on linear and exponential functions. (M1)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.b.	<p>Focus on linear, quadratic, and exponential functions. (A1, M2)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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INDICATOR	F.IF.5.c.	<p>Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)</p> <p><u>Algebra II</u> Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 6: Lesson 9 - Domain and Range of Polynomial Functions Unit 6: Quiz 3 Unit 7: Project 1 - Finding the Domain and Range of Rational Functions Unit 7: Project 2 - Finding the Domain and Range of Rational Functions</p> <p><u>Algebra I</u> Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret functions that arise in applications in terms of the context.

PROFICIENCY LEVEL	F.IF.6.	<p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)</p> <p>Algebra II Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Quiz 1</p> <p>Algebra I Unit 4 - Linear Functions and Slope: Lesson 5 - Slope - the Constant Rate of Change Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 3</p> <p>Geometry Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.

INDICATOR F.IF.7.a. Graph linear functions and indicate intercepts. (A1, M1)

Algebra II

Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 1: Quiz 2

Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities

Unit 2: Quiz 2

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions

Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)

Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula

Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR F.IF.7.b. Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)

Algebra II

Unit 1: Lesson 7 - Graphing Quadratic Equations and Inequalities

Unit 1: Lesson 9 - Functions

Unit 1: Quiz 3

Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation

Unit 2: Quiz 1

Unit 4: Lesson 8 - Equations of Parabolas

Unit 4: Lesson 9 - Graphs of Parabolas

Unit 4: Quiz 4

Unit 5: Lesson 1 - Solving by Graphing

Unit 5: Lesson 4 - Solving With the Quadratic Formula

Unit 5: Quiz 2

Unit 6: Lesson 5 - Polynomial Roots

Unit 6: Quiz 2

Unit 7: Lesson 3 - Asymptotic Behavior

Unit 7: Lesson 8 - Inverses of Radical Equations

Unit 7: Lesson 9 - Composition of Functions

Unit 7: Project 4 - Analyzing Radical Functions

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Project 1 - Analyzing Exponential Functions

Unit 8: Project 4 - Analyzing Logarithmic Functions

Algebra I

Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square

Unit 10 - Solving Quadratic Equations: Lesson 5 - Solving Quadratic Equations with the Quadratic Formula

Unit 10 - Solving Quadratic Equations: Quiz 2

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form

Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)

Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form

Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay

Unit 7 - Exponents and Exponential Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 2 - Graphing Quadratic Functions in the Standard Form

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Lesson 4 - Graphing and Writing Quadratic Equations in the Vertex Form

Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing

Unit 9 - Graphing Quadratic Functions: Quiz 1

Unit 9 - Graphing Quadratic Functions: Quiz 2

Unit 9 - Graphing Quadratic Functions: Quiz 3

Geometry

Unit 3: Lesson 6 - Line Slope and Line Pairs

Unit 3: Quiz 3

INDICATOR	F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Lesson 4 - Absolute Value and Distance Unit 2: Project 1 - Analyzing the Absolute Value Function Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Lesson 9 - Composition of Functions Unit 7: Project 4 - Analyzing Radical Functions Unit 7: Quiz 3</p>
INDICATOR	F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3</p>
INDICATOR	F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>

INDICATOR	F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.
		<p><u>Algebra II</u></p> <p>Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 7: Lesson 2 - Graphing Rational Equations Unit 7: Lesson 3 - Asymptotic Behavior Unit 7: Lesson 4 - Rational Inequalities Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p>

INDICATOR	F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.
		<p><u>Algebra II</u></p> <p>Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 2 Unit 8: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.

PROFICIENCY LEVEL	F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
INDICATOR	F.IF.8.a.	<p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 6 - Solving Quadratic Equations and Inequalities Unit 1: Quiz 2 Unit 5: Lesson 2 - Solving by Factoring Unit 5: Lesson 3 - The Quadratic Formula Unit 5: Quiz 1</p> <p>Algebra I Unit 10 - Solving Quadratic Equations: Lesson 4 - Solving Quadratic Equations by Completing the Square Unit 10 - Solving Quadratic Equations: Quiz 2 Unit 9 - Graphing Quadratic Functions: Lesson 5 - Solving Quadratic Equations by Graphing Unit 9 - Graphing Quadratic Functions: Quiz 3</p>

INDICATOR	F.IF.8.b.	<p>Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)</p> <p>Algebra II Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations Unit 1: Quiz 3 Unit 8: Lesson 1 - Exponential Functions Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p>Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.IF.	INTERPRETING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Analyze functions using different representations.
PROFICIENCY LEVEL	F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)

INDICATOR	F.IF.9.a.	Focus on linear and exponential functions. (M1) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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INDICATOR	F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2) Algebra II Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 8: Lesson 2 - Transformations of Exponential Functions Unit 8: Lesson 5 - Logarithmic Functions Unit 8: Lesson 6 - Properties of Logarithmic Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions Unit 8: Project 4 - Analyzing Logarithmic Functions Unit 8: Quiz 1 Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.
PROFICIENCY LEVEL	F.BF.1.	Write a function that describes a relationship between two quantities.

INDICATOR	<p>F.BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)</p>
	<p><u>Algebra I</u> Unit 3 - Equations and Inequalities: Lesson 3 - Solving Word Problems and Real-World Applications Unit 3 - Equations and Inequalities: Quiz 1 Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences Unit 4 - Linear Functions and Slope: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
	<p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane Unit 8: Project 2 - Formulate Exponential Equations</p>
	<p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p>
INDICATOR	<p>F.BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>
INDICATOR	<p>F.BF.1.c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>
	<p><u>Algebra II</u> Unit 2: Lesson 6 - Composition of Linear Functions Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 8 - Composition of Functions Unit 6: Quiz 3 Unit 7: Lesson 9 - Composition of Functions Unit 7: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build a function that models a relationship between two quantities.

PROFICIENCY LEVEL F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 3 - Arithmetic Sequences

Unit 4 - Linear Functions and Slope: Quiz 2

Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series

Unit 7 - Exponents and Exponential Functions: Quiz 3

Algebra II

Unit 8: Project 2 - Formulate Exponential Equations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)

INDICATOR F.BF.3.a. Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions

Unit 5 - Writing and Graphing Linear Equations: Lesson 5 - Transformations in Linear Functions (Continued)

Unit 5 - Writing and Graphing Linear Equations: Quiz 2

Unit 9 - Graphing Quadratic Functions: Lesson 3 - Transformations of Quadratic Functions

Unit 9 - Graphing Quadratic Functions: Quiz 2

Algebra II

Unit 4: Lesson 3 - Graphs of Circles

Unit 4: Quiz 1

Unit 7: Lesson 2 - Graphing Rational Equations

Unit 7: Lesson 7 - Graphing Radical Equations and Inequalities

Unit 7: Quiz 1

Unit 7: Quiz 3

Unit 8: Lesson 1 - Exponential Functions

Unit 8: Lesson 2 - Transformations of Exponential Functions

Unit 8: Lesson 7 - Transformations of Logarithmic Inequalities

Unit 8: Quiz 1

Unit 8: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.
PROFICIENCY LEVEL	F.BF.4.	Find inverse functions.

INDICATOR F.BF.4.a. Informally determine the input of a function when the output is known. (A1, M1)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.b. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR F.BF.4.c. (+) Verify by composition that one function is the inverse of another. (A2, M3)

Algebra II

Unit 1: Lesson 9 - Functions
Unit 1: Quiz 3
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Quiz 2
Unit 6: Lesson 7 - Inverses of Polynomial Functions
Unit 6: Quiz 3
Unit 7: Lesson 8 - Inverses of Radical Equations
Unit 7: Quiz 3
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Quiz 2

INDICATOR	F.BF.4.d. (+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

INDICATOR	F.BF.4.e. (+) Produce an invertible function from a non-invertible function by restricting the domain.
	<p>Algebra II</p> <p>Unit 1: Lesson 9 - Functions Unit 1: Quiz 3 Unit 2: Lesson 7 - Inverse of Linear Functions Unit 2: Quiz 2 Unit 6: Lesson 7 - Inverses of Polynomial Functions Unit 6: Quiz 3 Unit 7: Lesson 8 - Inverses of Radical Equations Unit 7: Quiz 3 Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.BF.	BUILDING FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Build new functions from existing functions.

PROFICIENCY LEVEL	F.BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
	<p>Algebra II</p> <p>Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.
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INDICATOR F.LE.1.a. Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

Algebra II

Unit 1: Lesson 4 - Solving Linear Equations and Inequalities
Unit 1: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 1: Lesson 8 - Exponential, Radical, and Rational Equations
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Standard Form of a Linear Equation
Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation
Unit 2: Lesson 3 - Piecewise Linear Relations
Unit 2: Lesson 5 - Graphing Linear Equations and Inequalities
Unit 2: Lesson 6 - Composition of Linear Functions
Unit 2: Lesson 7 - Inverse of Linear Functions
Unit 2: Lesson 8 - Linear Relations with Three Unknowns
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 8: Lesson 1 - Exponential Functions
Unit 8: Lesson 2 - Transformations of Exponential Functions
Unit 8: Lesson 3 - Applications of Exponential Functions
Unit 8: Lesson 4 - Inverse of an Exponential Function
Unit 8: Lesson 8 - Exponential and Logarithmic Inequalities
Unit 8: Project 1 - Analyzing Exponential Functions
Unit 8: Project 2 - Formulate Exponential Equations
Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

Algebra I

Unit 2 - Introduction and Basics to Algebra: Activity: Let's Play a Game!
Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions
Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued)
Unit 4 - Linear Functions and Slope: Lesson 4 - Inverse and Direct Variation
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 4 - Linear Functions and Slope: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued)
Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form
Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula
Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines
Unit 5 - Writing and Graphing Linear Equations: Project: Linear Functions
Unit 5 - Writing and Graphing Linear Equations: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Quiz 2
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions
Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued)
Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series
Unit 7 - Exponents and Exponential Functions: Quiz 2
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials
Unit 8 - Polynomials and Factoring: Lesson 1 - Addition and Subtraction of Polynomials (Continued)
Unit 8 - Polynomials and Factoring: Quiz 1
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR	F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Algebra I Unit 4 - Linear Functions and Slope: Lesson 2 - Identifying Linear Functions Unit 4 - Linear Functions and Slope: Lesson 2: Identifying Linear Functions (Continued) Unit 4 - Linear Functions and Slope: Quiz 1 Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 3
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INDICATOR	F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. Algebra II Unit 8: Lesson 3 - Applications of Exponential Functions Unit 8: Project 6 - Formulate Real-World Logarithmic Equations Unit 8: Quiz 1 Algebra I Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions Unit 7 - Exponents and Exponential Functions: Lesson 5 - Exponential Functions (Continued) Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Construct and compare linear, quadratic, and exponential models, and solve problems.

PROFICIENCY LEVEL	F.LE.2.	<p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p><u>Geometry</u> Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3</p> <p><u>Algebra I</u> Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form Unit 5 - Writing and Graphing Linear Equations: Lesson 1 - Intercepts and Graphing with the Standard Form (Continued) Unit 5 - Writing and Graphing Linear Equations: Lesson 2 - Using the Slope-Intercept Form Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2 Unit 5 - Writing and Graphing Linear Equations: Quiz 3 Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p> <p><u>Algebra II</u> Unit 2: Lesson 1 - Standard Form of a Linear Equation Unit 2: Lesson 2 - Slope-Intercept Form of a Linear Equation Unit 2: Lesson 3 - Piecewise Linear Relations Unit 2: Quiz 1 Unit 8: Project 2 - Formulate Exponential Equations</p>
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PROFICIENCY LEVEL	F.LE.3.	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	F.LE.4.	<p>For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p><u>Algebra II</u> Unit 8: Lesson 4 - Inverse of an Exponential Function Unit 8: Project 2 - Formulate Exponential Equations Unit 8: Project 3 - Writing Corresponding Exponential and Logarithmic Functions</p> <p><u>Algebra I</u> Unit 7 - Exponents and Exponential Functions: Lesson 6 - Exponential Growth and Decay Unit 7 - Exponents and Exponential Functions: Lesson 8 - Geometric Sequences and Series Unit 7 - Exponents and Exponential Functions: Quiz 2 Unit 7 - Exponents and Exponential Functions: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS
BENCHMARK / GRADE LEVEL INDICATOR		Interpret expressions for functions in terms of the situation they model.

PROFICIENCY LEVEL	F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context. Algebra II Unit 7: Project 4 - Analyzing Radical Functions Unit 8: Project 1 - Analyzing Exponential Functions Unit 8: Project 4 - Analyzing Logarithmic Functions
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Extend the domain of trigonometric functions using the unit circle.

PROFICIENCY LEVEL	F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
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Algebra II
Unit 10: Lesson 2 - Radian Measure
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
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Algebra II
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.
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Algebra II
Unit 10: Lesson 1 - Right Triangle Trigonometry
Unit 10: Lesson 4 - Trigonometric Functions
Unit 10: Lesson 5 - Periodic Motion
Unit 10: Lesson 6 - Trigonometric Identities
Unit 10: Lesson 8 - Problem Solving
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Geometry
Unit 10: Lesson 2 - Trigonometric Ratios
Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
Unit 10: Lesson 4 - Angles of Elevations and Depression
Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

PROFICIENCY LEVEL	F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Algebra II Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3 Geometry Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Model periodic phenomena with trigonometric functions.

PROFICIENCY LEVEL	F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra II Unit 10: Lesson 5 - Periodic Motion Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 2 Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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PROFICIENCY LEVEL	F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. Geometry Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.F.	Functions Standards
STANDARD / BENCHMARK	F.TF.	TRIGONOMETRIC FUNCTIONS
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply trigonometric identities.

PROFICIENCY LEVEL	F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. Algebra II Unit 10: Lesson 6 - Trigonometric Identities Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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PROFICIENCY LEVEL	F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems. Algebra II Unit 10: Lesson 7 - Trigonometric Formulas Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.
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Geometry

- Unit 1: Lab 1.1: Constructing Line Segments
- Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors
- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Lesson 2 - Undefined Terms
- Unit 1: Lesson 3 - Measuring Line Segments
- Unit 1: Lesson 4 - Applying Formulas to Line Segments
- Unit 1: Lesson 5 - Angles
- Unit 1: Lesson 6 - Angle Pairs
- Unit 1: Quiz 1
- Unit 1: Quiz 2
- Unit 1: Quiz 3
- Unit 2: Lab 2.1: Solving Grid Logic Puzzles
- Unit 2: Lab 2.2: Proof Planning
- Unit 2: Lesson 1 - Introduction to Logic/Inductive Reasoning
- Unit 2: Lesson 2 - Conditional Statements
- Unit 2: Lesson 3 - Deductive Reasoning
- Unit 2: Lesson 4 - Algebraic and Geometric Properties
- Unit 2: Lesson 5 - Algebraic Proofs
- Unit 2: Lesson 6 - Geometric Proofs
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Lab 3.1: Constructing Parallel Lines
- Unit 3: Lab 3.2: Constructing Perpendicular Lines
- Unit 3: Lesson 1 - Lines and Transversals
- Unit 3: Lesson 2 - Parallel Lines and Angle Relationships
- Unit 3: Lesson 3 - Proving Lines Parallel
- Unit 3: Lesson 4 - Perpendicular Lines and Related Angles
- Unit 3: Lesson 5 - Line Slope and the Slope Formula
- Unit 3: Lesson 6 - Line Slope and Line Pairs
- Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines
- Unit 3: Quiz 1
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
Unit 4: Lesson 1 - Introduction to Polygons
Unit 4: Lesson 2 - Classifying Triangles
Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
Unit 4: Lesson 4 - Right Triangle Congruence
Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
Unit 4: Lesson 6 - Triangles and Coordinate Proof
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lab 5.1: Constructing a Circumcenter
Unit 5: Lesson 1 - Perpendicular and Angle Bisectors
Unit 5: Lesson 2 - Triangle Bisectors
Unit 5: Lesson 3 - Medians and Altitudes
Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs
Unit 5: Lesson 6 - Inequalities in Two Triangles
Unit 5: Lesson 7 - Pythagorean Inequality Theorem
Unit 5: Lesson 8 - Special Right Triangles
Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lab 6.1: Constructing a Rectangle
Unit 6: Lesson 1 - Properties of Parallelograms
Unit 6: Lesson 2 - Proving Parallelograms
Unit 6: Lesson 3 - Rectangles
Unit 6: Lesson 4 - Rhombuses and Squares
Unit 6: Lesson 5 - Kites and Trapezoids
Unit 6: Lesson 6 - Developing Formulas for Triangles and Quadrilaterals
Unit 6: Lesson 7 - Developing Formulas for Regular Polygons and Composite Figures
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lab 7.1: Constructing Tangents
Unit 7: Lab 7.2: Creating Circle Graphs
Unit 7: Lesson 1 - Properties of Circles
Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
Unit 7: Lesson 3 - Arcs and Chords
Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
Unit 7: Lesson 5 - Inscribed Angles
Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: 3D Slicing 2D Shapes
Unit 8: Cross Sections
Unit 8: Intro to conic sections
Unit 8: Lesson 1 - Three-Dimensional Figures
Unit 8: Lesson 2 - Orthographic, Isometric, and Perspective Drawings
Unit 8: Lesson 3 - Formulas for Three-Dimensional Figures
Unit 8: Lesson 4 - Properties of Prisms
Unit 8: Lesson 5 - Properties of Cylinders
Unit 8: Lesson 6 - Properties of Pyramids
Unit 8: Lesson 7 - Properties of Cones
Unit 8: Lesson 8 - Properties of Spheres
Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
Unit 8: Project 3 - Problem-Solving With the Volume of Solids
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Rotating 2D shapes in 3D
Unit 8: Slicing 3-D Figures
Unit 8: Slicing a rectangular pyramid
Unit 8: Ways to cross-section a cube
Unit 9: Activity: Translation/Rotation
Unit 9: Lesson 1 - Properties of Proportions

Unit 9: Lesson 2 - Polygon Similarity
 Unit 9: Lesson 3 - Triangle Similarity
 Unit 9: Lesson 4 - Triangle Proportionality
 Unit 9: Lesson 5 - Proportionality and Scale Drawings
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

PROFICIENCY LEVEL G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.

Geometry

Unit 9: Activity: Translation/Rotation
 Unit 9: Lesson 6 - Congruent Transformations
 Unit 9: Lesson 7 - Congruent Transformations (continued)
 Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.
PROFICIENCY LEVEL	G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.

INDICATOR G.CO.3.a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Quiz 1

INDICATOR G.CO.3.b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.

Geometry

Unit 9: Lesson 9 - Symmetry and Tessellations
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Experiment with transformations in the plane.

PROFICIENCY LEVEL	G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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PROFICIENCY LEVEL	G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Understand congruence in terms of rigid motions.

PROFICIENCY LEVEL	G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Quiz 3 <u>Algebra II</u> Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 4: Quiz 4
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PROFICIENCY LEVEL	G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <u>Geometry</u> Unit 9: Activity: Translation/Rotation Unit 9: Lesson 6 - Congruent Transformations Unit 9: Lesson 7 - Congruent Transformations (continued) Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations Unit 9: Quiz 3
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PROFICIENCY LEVEL G.CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Geometry

Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates

Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence

Unit 4: Lesson 4 - Right Triangle Congruence

Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence

Unit 4: Quiz 2

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Prove geometric theorems both formally and informally using a variety of methods.

PROFICIENCY LEVEL G.CO.9. Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Geometry

Unit 1: Lesson 2 - Undefined Terms

Unit 1: Quiz 1

Unit 2: Lab 2.2: Proof Planning

Unit 2: Lesson 6 - Geometric Proofs

Unit 2: Quiz 3

Unit 3: Lesson 1 - Lines and Transversals

Unit 3: Lesson 2 - Parallel Lines and Angle Relationships

Unit 3: Lesson 3 - Proving Lines Parallel

Unit 3: Lesson 4 - Perpendicular Lines and Related Angles

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 1 - Perpendicular and Angle Bisectors

Unit 5: Lesson 4 - The Triangle Midsegment Theorem

Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs

Unit 5: Lesson 6 - Inequalities in Two Triangles

Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships

Unit 5: Quiz 1

Unit 5: Quiz 2

PROFICIENCY LEVEL	G.CO.10. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
	<p><u>Geometry</u></p> <p>Unit 4: Geometry Lab 4.1: Verifying the Triangle Sum Theorem Unit 4: Lesson 1 - Introduction to Polygons Unit 4: Lesson 2 - Classifying Triangles Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Lesson 2 - Triangle Bisectors Unit 5: Lesson 3 - Medians and Altitudes Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Lesson 5 - Triangle Inequalities and Indirect Proofs Unit 5: Lesson 6 - Inequalities in Two Triangles Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 5: Quiz 2 Unit 9: Lesson 3 - Triangle Similarity Unit 9: Lesson 4 - Triangle Proportionality Unit 9: Quiz 2 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Quiz 1</p> <p><u>Algebra II</u></p> <p>Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p>

PROFICIENCY LEVEL	G.CO.11. Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	<p><u>Geometry</u></p> <p>Unit 6: Lesson 1 - Properties of Parallelograms Unit 6: Lesson 2 - Proving Parallelograms Unit 6: Lesson 3 - Rectangles Unit 6: Lesson 4 - Rhombuses and Squares Unit 6: Lesson 5 - Kites and Trapezoids Unit 6: Quiz 1 Unit 6: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Make geometric constructions.

PROFICIENCY LEVEL	G.CO.12.	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>Geometry</p> <p>Unit 1: Lab 1.1: Constructing Line Segments Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 5 - Angles Unit 1: Quiz 2 Unit 1: Quiz 3 Unit 3: Lab 3.1: Constructing Parallel Lines Unit 3: Lab 3.2: Constructing Perpendicular Lines Unit 3: Quiz 2 Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 5: Quiz 1 Unit 6: Lab 6.1: Constructing a Rectangle Unit 7: Lab 7.1: Constructing Tangents Unit 8: 3D Slicing 2D Shapes Unit 8: Cross Sections Unit 8: Intro to conic sections Unit 8: Rotating 2D shapes in 3D Unit 8: Slicing 3-D Figures Unit 8: Slicing a rectangular pyramid Unit 8: Ways to cross-section a cube</p>
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PROFICIENCY LEVEL	G.CO.13.	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Geometry</p> <p>Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates Unit 4: Quiz 2 Unit 5: Project 1 - Using Constructions to Make Conjectures About Geometric Relationships Unit 6: Lab 6.1: Constructing a Rectangle</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.CO.	CONGRUENCE
BENCHMARK / GRADE LEVEL INDICATOR		Classify and analyze geometric figures.

PROFICIENCY LEVEL G.CO.14. Classify two-dimensional figures in a hierarchy based on properties.

Geometry

- Unit 1: Lesson 1 - Course Guidelines
- Unit 1: Quiz 1
- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Lesson 3 - Arcs and Chords
- Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
- Unit 7: Lesson 5 - Inscribed Angles
- Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.
PROFICIENCY LEVEL	G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor:

INDICATOR G.SRT.1. a. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

INDICATOR G.SRT.1. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Geometry

- Unit 9: Lesson 6 - Congruent Transformations
- Unit 9: Lesson 7 - Congruent Transformations (continued)
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Understand similarity in terms of similarity transformations.

PROFICIENCY LEVEL G.SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Geometry

Unit 9: Lesson 2 - Polygon Similarity
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Lesson 5 - Proportionality and Scale Drawings
Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

Algebra I

Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates

PROFICIENCY LEVEL G.SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Geometry

Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Prove and apply theorems both formally and informally involving similarity using a variety of methods.

PROFICIENCY LEVEL G.SRT.4. Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Geometry

Unit 5: Lesson 4 - The Triangle Midsegment Theorem
Unit 5: Quiz 2
Unit 9: Lesson 3 - Triangle Similarity
Unit 9: Lesson 4 - Triangle Proportionality
Unit 9: Quiz 2
Unit 10: Lesson 1 - Similarity in Right Triangles
Unit 10: Quiz 1

PROFICIENCY LEVEL G.SRT.5. Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.

Geometry

- Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates
- Unit 4: Lesson 3 - Acute and Obtuse Triangle Congruence
- Unit 4: Lesson 4 - Right Triangle Congruence
- Unit 4: Lesson 5 - CPCTC and Isosceles Triangle Congruence
- Unit 4: Quiz 2
- Unit 4: Quiz 3
- Unit 9: Lesson 2 - Polygon Similarity
- Unit 9: Lesson 3 - Triangle Similarity
- Unit 9: Lesson 4 - Triangle Proportionality
- Unit 9: Lesson 5 - Proportionality and Scale Drawings
- Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: Quiz 3
- Unit 10: Lesson 1 - Similarity in Right Triangles
- Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.

PROFICIENCY LEVEL G.SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Algebra II

- Unit 10: Lesson 1 - Right Triangle Trigonometry
- Unit 10: Quiz 1

Geometry

- Unit 4: Lesson 4 - Right Triangle Congruence
- Unit 4: Quiz 2
- Unit 5: Lesson 8 - Special Right Triangles
- Unit 5: Quiz 3
- Unit 10: Lesson 1 - Similarity in Right Triangles
- Unit 10: Lesson 2 - Trigonometric Ratios
- Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
- Unit 10: Lesson 4 - Angles of Elevations and Depression
- Unit 10: Quiz 1
- Unit 10: Quiz 2

PROFICIENCY LEVEL G.SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Lesson 4 - Trigonometric Functions
 Unit 10: Lesson 5 - Periodic Motion
 Unit 10: Lesson 6 - Trigonometric Identities
 Unit 10: Lesson 8 - Problem Solving
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

Geometry

Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Define trigonometric ratios, and solve problems involving right triangles.
PROFICIENCY LEVEL	G.SRT.8	Solve problems involving right triangles.

INDICATOR G.SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)
 a.

Algebra II

Unit 10: Lesson 1 - Right Triangle Trigonometry
 Unit 10: Quiz 1

Geometry

Unit 4: Lesson 4 - Right Triangle Congruence
 Unit 4: Quiz 2
 Unit 5: Lesson 7 - Pythagorean Inequality Theorem
 Unit 5: Lesson 8 - Special Right Triangles
 Unit 5: Quiz 3
 Unit 10: Lesson 1 - Similarity in Right Triangles
 Unit 10: Lesson 2 - Trigonometric Ratios
 Unit 10: Lesson 3 - Using Trig to Solve Right Triangles
 Unit 10: Lesson 4 - Angles of Elevations and Depression
 Unit 10: Quiz 1
 Unit 10: Quiz 2

INDICATOR	G.SRT.8. (+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3) b.
	<p><u>Algebra II</u> Unit 10: Lesson 1 - Right Triangle Trigonometry Unit 10: Quiz 1</p> <p><u>Geometry</u> Unit 4: Lesson 4 - Right Triangle Congruence Unit 4: Quiz 2 Unit 5: Lesson 7 - Pythagorean Inequality Theorem Unit 5: Lesson 8 - Special Right Triangles Unit 5: Quiz 3 Unit 10: Lesson 1 - Similarity in Right Triangles Unit 10: Lesson 2 - Trigonometric Ratios Unit 10: Lesson 3 - Using Trig to Solve Right Triangles Unit 10: Lesson 4 - Angles of Elevations and Depression Unit 10: Quiz 1 Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply trigonometry to general triangles.

PROFICIENCY LEVEL	G.SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
	No Correlations

PROFICIENCY LEVEL	G.SRT.10 (+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

PROFICIENCY LEVEL	G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.
	<p><u>Algebra II</u> Unit 10: Lesson 3 - Law of Sines and Law of Cosines Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 5 - Law of Sines and Law of Cosines Unit 10: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
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STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Understand and apply theorems about circles.

PROFICIENCY LEVEL G.C.1. Prove that all circles are similar using transformational arguments.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 1 - Properties of Circles
 Unit 7: Quiz 1

PROFICIENCY LEVEL G.C.2. Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Geometry

Unit 7: Lab 7.2: Creating Circle Graphs
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 3 - Arcs and Chords
 Unit 7: Lesson 4 - Sectors, Segments, and Arc Length
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.3. Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.

Geometry

Unit 5: Lab 5.1: Constructing a Circumcenter
 Unit 5: Lesson 2 - Triangle Bisectors
 Unit 5: Lesson 3 - Medians and Altitudes
 Unit 5: Quiz 1
 Unit 7: Lesson 5 - Inscribed Angles
 Unit 7: Quiz 3

PROFICIENCY LEVEL G.C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

Geometry

Unit 7: Lab 7.1: Constructing Tangents
 Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
 Unit 7: Lesson 6 - Secants, Tangents, and Angles in Circles
 Unit 7: Quiz 1
 Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL	G.C.5.	Find arc lengths and areas of sectors of circles.
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INDICATOR	G.C.5.a.	<p>Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.</p> <p><u>Algebra II</u> Unit 10: Lesson 2 - Radian Measure Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2 Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3</p>
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INDICATOR	G.C.5.b.	<p>Derive the formula for the area of a sector, and use it to solve problems.</p> <p><u>Geometry</u> Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.C.	CIRCLES
BENCHMARK / GRADE LEVEL INDICATOR		Find arc lengths and areas of sectors of circles.

PROFICIENCY LEVEL	G.C.6.	<p>Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)</p> <p><u>Algebra II</u> Unit 10: Lesson 2 - Radian Measure Unit 10: Lesson 8 - Problem Solving Unit 10: Quiz 1 Unit 10: Quiz 3</p> <p><u>Geometry</u> Unit 10: Lesson 6 - Trig, Radians, and the Unit Circle Unit 10: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Translate between the geometric description and the equation for a conic section.

PROFICIENCY LEVEL	G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 2 - Equations of Circles Unit 4: Lesson 3 - Graphs of Circles Unit 4: Quiz 1 <u>Geometry</u> Unit 7: Lesson 1 - Properties of Circles Unit 8: Intro to conic sections
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PROFICIENCY LEVEL	G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 8 - Equations of Parabolas Unit 4: Lesson 9 - Graphs of Parabolas Unit 4: Quiz 1 Unit 4: Quiz 4 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections <u>Algebra I</u> Unit 9 - Graphing Quadratic Functions: Lesson 1 - Characteristics of Quadratic Functions Unit 9 - Graphing Quadratic Functions: Quiz 1
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PROFICIENCY LEVEL	G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <u>Algebra II</u> Unit 4: Lesson 1 - The Intersection of a Plane and a Cone Unit 4: Lesson 4 - Equations of Ellipses Unit 4: Lesson 5 - Graphs of Ellipses Unit 4: Lesson 6 - Equations of Hyperbolas Unit 4: Lesson 7 - Graphs of Hyperbolas Unit 4: Quiz 1 Unit 4: Quiz 2 Unit 4: Quiz 3 Unit 5: Activity - Write Quadratic Functions Given Three Points In a Plane <u>Geometry</u> Unit 8: Intro to conic sections
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.

PROFICIENCY LEVEL	G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>
PROFICIENCY LEVEL	G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.
		<p><u>Geometry</u></p> <p>Unit 3: Lesson 5 - Line Slope and the Slope Formula Unit 3: Lesson 6 - Line Slope and Line Pairs Unit 3: Project 1 - Determining Equations for Parallel and Perpendicular Lines Unit 3: Quiz 3 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 4 - Linear Functions and Slope: Lesson 6 - Slopes from Equations and Parallel and Perpendicular Lines Unit 4 - Linear Functions and Slope: Quiz 3 Unit 5 - Writing and Graphing Linear Equations: Lesson 3 - Writing Equations with the Point-Slope Formula Unit 5 - Writing and Graphing Linear Equations: Lesson 4 - Writing Equations of Parallel and Perpendicular Lines Unit 5 - Writing and Graphing Linear Equations: Quiz 1 Unit 5 - Writing and Graphing Linear Equations: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
		<p><u>Geometry</u></p> <p>Unit 1: Lesson 3 - Measuring Line Segments Unit 1: Lesson 4 - Applying Formulas to Line Segments Unit 1: Quiz 2 Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3 Unit 5: Lab 5.1: Constructing a Circumcenter Unit 5: Lesson 4 - The Triangle Midsegment Theorem Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
		<p><u>Geometry</u></p> <p>Unit 4: Lesson 6 - Triangles and Coordinate Proof Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Explain volume formulas, and use them to solve problems.

PROFICIENCY LEVEL	G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
		<p><u>Geometry</u></p> <p>Unit 7: Lesson 1 - Properties of Circles Unit 7: Lesson 4 - Sectors, Segments, and Arc Length Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>

PROFICIENCY LEVEL	G.GMD.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
		<p><u>Geometry</u></p> <p>Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Quiz 2</p>

PROFICIENCY LEVEL	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
		<p><u>Geometry</u></p> <p>Unit 8: Lesson 4 - Properties of Prisms Unit 8: Lesson 5 - Properties of Cylinders Unit 8: Lesson 6 - Properties of Pyramids Unit 8: Lesson 7 - Properties of Cones Unit 8: Lesson 8 - Properties of Spheres Unit 8: Project 3 - Problem-Solving With the Volume of Solids Unit 8: Quiz 2 Unit 8: Quiz 3</p> <p><u>Algebra I</u></p> <p>Unit 3 - Equations and Inequalities: Lesson 4 - Using Formulas and Literal Equations Unit 3 - Equations and Inequalities: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Visualize relationships between two-dimensional and three-dimensional objects.

PROFICIENCY LEVEL	G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
		<p><u>Geometry</u></p> <p>Unit 8: 3D Slicing 2D Shapes</p> <p>Unit 8: Cross Sections</p> <p>Unit 8: Intro to conic sections</p> <p>Unit 8: Lesson 4 - Properties of Prisms</p> <p>Unit 8: Lesson 5 - Properties of Cylinders</p> <p>Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures</p> <p>Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Rotating 2D shapes in 3D</p> <p>Unit 8: Slicing 3-D Figures</p> <p>Unit 8: Slicing a rectangular pyramid</p> <p>Unit 8: Ways to cross-section a cube</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION
BENCHMARK / GRADE LEVEL INDICATOR		Understand the relationships between lengths, area, and volumes.

PROFICIENCY LEVEL	G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 3 - Triangle Similarity</p> <p>Unit 9: Lesson 4 - Triangle Proportionality</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Lesson 8 - Noncongruent Transformations and Compositions of Transformations</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p>Unit 9: Quiz 3</p> <p>Unit 10: Lesson 1 - Similarity in Right Triangles</p> <p>Unit 10: Quiz 1</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p>

PROFICIENCY LEVEL	G.GMD.6	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.
		<p><u>Geometry</u></p> <p>Unit 9: Lesson 1 - Properties of Proportions</p> <p>Unit 9: Lesson 2 - Polygon Similarity</p> <p>Unit 9: Lesson 5 - Proportionality and Scale Drawings</p> <p>Unit 9: Quiz 1</p> <p>Unit 9: Quiz 2</p> <p><u>Algebra I</u></p> <p>Unit 2 - Introduction and Basics to Algebra: Lesson 6 - Ratios, Proportions, Percentages, and Rates</p> <p>Unit 2 - Introduction and Basics to Algebra: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.G.	Geometry Standards
STANDARD / BENCHMARK	G.MG.	MODELING WITH GEOMETRY
BENCHMARK / GRADE LEVEL INDICATOR		Apply geometric concepts in modeling situations.

PROFICIENCY LEVEL G.MG.1. Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.

Geometry

- Unit 4: Lesson 1 - Introduction to Polygons
- Unit 4: Lesson 2 - Classifying Triangles
- Unit 4: Quiz 1
- Unit 6: Lesson 1 - Properties of Parallelograms
- Unit 6: Lesson 2 - Proving Parallelograms
- Unit 6: Lesson 3 - Rectangles
- Unit 6: Lesson 4 - Rhombuses and Squares
- Unit 6: Lesson 5 - Kites and Trapezoids
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 7: Lab 7.2: Creating Circle Graphs
- Unit 7: Lesson 1 - Properties of Circles
- Unit 7: Lesson 2 - Lines and Segments That Intersect Circles
- Unit 7: Quiz 1
- Unit 8: 3D Slicing 2D Shapes
- Unit 8: Cross Sections
- Unit 8: Lesson 1 - Three-Dimensional Figures
- Unit 8: Lesson 4 - Properties of Prisms
- Unit 8: Lesson 5 - Properties of Cylinders
- Unit 8: Lesson 6 - Properties of Pyramids
- Unit 8: Lesson 7 - Properties of Cones
- Unit 8: Lesson 8 - Properties of Spheres
- Unit 8: Project 1 - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 1 Questions - Two-Dimensional and Three-Dimensional Figures
- Unit 8: Project 2 - Identifying Three-Dimensional Figures From Two-Dimensional Rotations
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 8: Quiz 3
- Unit 8: Rotating 2D shapes in 3D
- Unit 8: Slicing 3-D Figures
- Unit 8: Slicing a rectangular pyramid
- Unit 8: Ways to cross-section a cube

PROFICIENCY LEVEL G.MG.2. Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.

Geometry

- Unit 8: Project 3 - Problem-Solving With the Volume of Solids
- Unit 8: Quiz 2
- Unit 8: Quiz 3

PROFICIENCY LEVEL	G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.
		<p>Geometry</p> <p>Unit 1: Lab 1.1: Constructing Line Segments</p> <p>Unit 1: Lab 1.2: Constructing Angles and Angle Bisectors</p> <p>Unit 1: Lesson 1 - Course Guidelines</p> <p>Unit 1: Lesson 3 - Measuring Line Segments</p> <p>Unit 1: Quiz 1</p> <p>Unit 1: Quiz 2</p> <p>Unit 1: Quiz 3</p> <p>Unit 3: Lab 3.1: Constructing Parallel Lines</p> <p>Unit 3: Lab 3.2: Constructing Perpendicular Lines</p> <p>Unit 3: Quiz 2</p> <p>Unit 4: Lab 4.2: Constructing Congruent Triangles - SSS, SAS, and ASA Postulates</p> <p>Unit 4: Quiz 2</p> <p>Unit 5: Lab 5.1: Constructing a Circumcenter</p> <p>Unit 5: Quiz 1</p> <p>Unit 6: Lab 6.1: Constructing a Rectangle</p> <p>Unit 7: Lab 7.1: Constructing Tangents</p>

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on a single count or measurement variable.

PROFICIENCY LEVEL S.ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.

No Correlations

PROFICIENCY LEVEL S.ID.2. In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.

Algebra II

Unit 9: Lesson 1 - Mean, Variance, and Standard Deviation
Unit 9: Quiz 1

PROFICIENCY LEVEL S.ID.3. In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

No Correlations

PROFICIENCY LEVEL S.ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Algebra II

Unit 9: Lesson 2 - Standard Normal Curve
Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
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STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.

PROFICIENCY LEVEL S.ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Summarize, represent, and interpret data on two categorical and quantitative variables.
PROFICIENCY LEVEL	S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

INDICATOR S.ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3
Unit 7 - Exponents and Exponential Functions: Lesson 7 - Writing Exponential Equations and Analyzing Regression
Unit 7 - Exponents and Exponential Functions: Quiz 3
Unit 9 - Graphing Quadratic Functions: Lesson 6 - Comparison and Analysis of Quadratic Functions
Unit 9 - Graphing Quadratic Functions: Quiz 3

INDICATOR S.ID.6.b. Informally assess the fit of a function by discussing residuals. (A2, M3)

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

INDICATOR S.ID.6.c. Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)

Algebra II

Unit 9: Lesson 7 - Modeling Data
Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions
Unit 4 - Linear Functions and Slope: Quiz 1
Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit
Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation
Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA
BENCHMARK / GRADE LEVEL INDICATOR		Interpret linear models.

PROFICIENCY LEVEL S.ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Algebra II

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Algebra I

Unit 4 - Linear Functions and Slope: Lesson 1 - Understanding Functions

Unit 4 - Linear Functions and Slope: Quiz 1

Unit 5 - Writing and Graphing Linear Equations: Lesson 6 - Scatterplots and Lines of Best Fit

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

PROFICIENCY LEVEL S.ID.9. Distinguish between correlation and causation.

Algebra I

Unit 5 - Writing and Graphing Linear Equations: Lesson 7 - Linear Relationships and Correlation

Unit 5 - Writing and Graphing Linear Equations: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Understand and evaluate random processes underlying statistical experiments.

PROFICIENCY LEVEL	S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. No Correlations
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PROFICIENCY LEVEL	S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS
BENCHMARK / GRADE LEVEL INDICATOR		Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

PROFICIENCY LEVEL	S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 1 Unit 9: Quiz 3
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PROFICIENCY LEVEL	S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. No Correlations
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PROFICIENCY LEVEL	S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant. Algebra II Unit 9: Lesson 3 - Statistical Experiments Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Lesson 7 - Modeling Data Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Geometry Unit 10: Lab 10.1: Probability
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PROFICIENCY LEVEL	S.IC.6.	Evaluate reports based on data. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

BENCHMARK / GRADE LEVEL INDICATOR	Understand independence and conditional probability, and use them to interpret data.	
PROFICIENCY LEVEL	S.CP.1.	<p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.2.	<p>Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.3.	<p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.4.	<p>Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>
PROFICIENCY LEVEL	S.CP.5.	<p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p><u>Algebra II</u> Unit 9: Lesson 4 - Conditional Probability and Independence Unit 9: Quiz 2</p> <p><u>Geometry</u> Unit 10: Lab 10.1: Probability</p>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY
BENCHMARK / GRADE LEVEL INDICATOR		Use the rules of probability to compute probabilities of compound events in a uniform probability model.

PROFICIENCY LEVEL S.CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B|A) = P(B) \cdot P(A|B)$, and interpret the answer in terms of the model.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

PROFICIENCY LEVEL S.CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Algebra II

Unit 9: Lesson 4 - Conditional Probability and Independence
Unit 9: Lesson 5 - Compound Events
Unit 9: Quiz 2

Geometry

Unit 10: Lab 10.1: Probability

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Calculate expected values, and use them to solve problems.

PROFICIENCY LEVEL	S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. <u>Geometry</u> Unit 1: Lesson 2 - Undefined Terms Unit 1: Quiz 1
PROFICIENCY LEVEL	S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
PROFICIENCY LEVEL	S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	OH.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.
PROFICIENCY LEVEL	S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

INDICATOR	S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3
INDICATOR	S.MD.5.b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. <u>Algebra II</u> Unit 9: Lesson 6 - Probability and Decision Making Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	O.H.S.	Statistics and Probability Standards
STANDARD / BENCHMARK	S.MD.	USING PROBABILITY TO MAKE DECISIONS
BENCHMARK / GRADE LEVEL INDICATOR		Use probability to evaluate outcomes of decisions.

PROFICIENCY LEVEL S.MD.6. (+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.

No Correlations

PROFICIENCY LEVEL S.MD.7. (+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.

Algebra II

Unit 9: Lesson 6 - Probability and Decision Making

Unit 9: Lesson 7 - Modeling Data

Unit 9: Quiz 3

Correlation Statistics Summary

State: Ohio Learning Standards								
Subject: Mathematics								
Grade: 9								
88% of the lowest level standards for this state/subject/grade were met by Algebra I, Algebra II, Geometry .								
12% of the lowest level standards for this state/subject/grade were <i>not</i> met by Algebra I, Algebra II, Geometry .								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
OH.MP.	Standards for Mathematical Practice	100%	0	8	8	1899		
MP.1.	Make sense of problems and persevere in solving them.	100%	0	1	1	365		
MP.2.	Reason abstractly and quantitatively.	100%	0	1	1	233		
MP.3.	Construct viable arguments and critique the reasoning of others.	100%	0	1	1	258		
MP.4.	Model with mathematics.	100%	0	1	1	334		
MP.5.	Use appropriate tools strategically.	100%	0	1	1	32		
MP.6.	Attend to precision.	100%	0	1	1	193		
MP.7.	Look for and make use of structure.	100%	0	1	1	288		
MP.8.	Look for and express regularity in repeated reasoning.	100%	0	1	1	196		
OH.N.	Number and Quantity Standards	67%	33	30	20	107		
N.RN.	THE REAL NUMBER SYSTEM	100%	0	3	3	21		
	Extend the properties of exponents to rational exponents.	100%	0	2	2	19		
N.RN.1.	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	100%	0	1	1	6		
N.RN.2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	100%	0	1	1	13		
	Use properties of rational and irrational numbers.	100%	0	1	1	2		
N.RN.3.	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	100%	0	1	1	2		
N.Q.	QUANTITIES	0%	100%	3	0	0		

	Reason quantitatively and use units to solve problems.	0%	100%	3	0	0		
N.Q.1.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	0%	100%	1	0	0		
N.Q.2.	Define appropriate quantities for the purpose of descriptive modeling.	0%	100%	1	0	0		
N.Q.3.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	0%	100%	1	0	0		
N.CN.	THE COMPLEX NUMBER SYSTEM	100%	0	9	9	29		
	Perform arithmetic operations with complex numbers.	100%	0	3	3	12		
N.CN.1.	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	100%	0	1	1	6		
N.CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	100%	0	1	1	4		
N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers.	100%	0	1	1	2		
	Represent complex numbers and their operations on the complex plane.	100%	0	3	3	8		
N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	100%	0	1	1	2		
N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° .	100%	0	1	1	4		
N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	100%	0	1	1	2		
	Use complex numbers in polynomial identities and equations.	100%	0	3	3	9		
N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions.	100%	0	1	1	2		
N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	100%	0	1	1	2		
N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	100%	0	1	1	5		
N.VM.	VECTOR AND MATRIX QUANTITIES	53%	47	15	8	57		
	Represent and model with vector quantities.	100%	0	3	3	18		
N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , $ \vec{v} $, $\ \vec{v}\ $, \vec{v} .	100%	0	1	1	6		
N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	100%	0	1	1	6		
N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors.	100%	0	1	1	6		
	Perform operations on vectors.	0%	100%	5	0	0		
N.VM.4.	(+) Add and subtract vectors.	0%	100%	3	0	0		
N.VM.4.a.	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	0%	100%	1	0	0		
N.VM.4.b.	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	0%	100%	1	0	0		
N.VM.4.c.	Understand vector subtraction $\vec{v} - \vec{w} = \vec{v} + (-\vec{w})$, where $-\vec{w}$ is the additive inverse of \vec{w} , with the same magnitude as \vec{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	0%	100%	1	0	0		
N.VM.5.	(+) Multiply a vector by a scalar.	0%	100%	2	0	0		

N.VM.5.a.	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	0%	100%	1	0	0		
N.VM.5.b.	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	0%	100%	1	0	0		
	Perform operations on matrices, and use matrices in applications.	71%	29	7	5	39		
N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	0%	100%	1	0	0		
N.VM.7.	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	100%	0	1	1	8		
N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.	100%	0	1	1	9		
N.VM.9.	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	100%	0	1	1	8		
N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	100%	0	1	1	10		
N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	0%	100%	1	0	0		
N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	100%	0	1	1	4		
OH.A.	Algebra Standards	85%	15	41	35	410		
A.SSE.	SEEING STRUCTURE IN EXPRESSIONS	100%	0	7	7	62		
	Interpret the structure of expressions.	100%	0	3	3	16		
A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.	100%	0	2	2	6		
A.SSE.1.a.	Interpret parts of an expression, such as terms, factors, and coefficients.	100%	0	1	1	3		
A.SSE.1.b.	Interpret complicated expressions by viewing one or more of their parts as a single entity.	100%	0	1	1	3		
A.SSE.2.	Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	100%	0	1	1	10		
	Write expressions in equivalent forms to solve problems.	100%	0	4	4	46		
A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	100%	0	3	3	43		
A.SSE.3.a.	Factor a quadratic expression to reveal the zeros of the function it defines.	100%	0	1	1	13		
A.SSE.3.b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	100%	0	1	1	10		
A.SSE.3.c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as $23t$.	100%	0	1	1	20		
A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	100%	0	1	1	3		
A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	75%	25	8	6	41		
	Perform arithmetic operations on polynomials.	50%	50	2	1	10		
A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	50%	50	2	1	10		
A.APR.1.a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)	0%	100%	1	0	0		

A.APR.1.b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)	100%	0	1	1	10		
	Understand the relationship between zeros and factors of polynomials.	100%	0	2	2	21		
A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	100%	0	1	1	4		
A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.	100%	0	1	1	17		
	Use polynomial identities to solve problems.	50%	50	2	1	4		
A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	0%	100%	1	0	0		
A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	100%	0	1	1	4		
	Rewrite rational expressions.	100%	0	2	2	6		
A.APR.6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	100%	0	1	1	4		
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.	100%	0	1	1	2		
A.CED.	CREATING EQUATIONS	73%	27	11	8	176		
	Create equations that describe numbers or relationships.	73%	27	11	8	176		
A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.	33%	67	3	1	21		
A.CED.1.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	21		
A.CED.1.b.	Focus on applying simple quadratic expressions. (A1, M2)	0%	100%	1	0	0		
A.CED.1.c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	67%	33	3	2	60		
A.CED.2.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	38		
A.CED.2.b.	Focus on applying simple quadratic expressions. (A1, M2)	100%	0	1	1	22		
A.CED.2.c.	Extend to include more complicated function situations with the option to graph with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)	100%	0	1	1	39		
A.CED.3.a.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	39		
A.CED.4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	100%	0	4	4	56		
A.CED.4.a.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)	100%	0	1	1	14		

A.CED.4.b.	Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)	100%	0	1	1	14		
A.CED.4.c.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)	100%	0	1	1	14		
A.CED.4.d.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	14		
A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES	93%	7	15	14	131		
	Understand solving equations as a process of reasoning and explain the reasoning.	100%	0	2	2	18		
A.REI.1.	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	100%	0	1	1	11		
A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	100%	0	1	1	7		
	Solve equations and inequalities in one variable.	100%	0	4	4	55		
A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	100%	0	1	1	12		
A.REI.4.	Solve quadratic equations in one variable.	100%	0	3	3	43		
A.REI.4.a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.	100%	0	1	1	17		
A.REI.4.b.	Solve quadratic equations as appropriate to the initial A.REI.4.form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.	100%	0	1	1	17		
A.REI.4.c.	(+) Derive the quadratic formula using the method of completing the square.	100%	0	1	1	9		
	Solve systems of equations.	100%	0	6	6	39		
A.REI.5.	Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	100%	0	1	1	9		
A.REI.6.	Solve systems of linear equations algebraically and graphically.	100%	0	2	2	17		
A.REI.6.a.	Limit to pairs of linear equations in two variables. (A1, M1)	100%	0	1	1	15		
A.REI.6.b.	Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)	100%	0	1	1	2		
A.REI.7.	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	100%	0	1	1	3		
A.REI.8.	(+) Represent a system of linear equations as a single matrix equation in a vector variable.	100%	0	1	1	5		
A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	100%	0	1	1	5		
	Represent and solve equations and inequalities graphically.	67%	33	3	2	19		
A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	0%	100%	1	0	0		
A.REI.11.	Explain why the x -coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.	100%	0	1	1	10		

A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	100%	0	1	1	9		
OH.F.	Functions Standards	98%	2	48	47	572		
F.IF.	INTERPRETING FUNCTIONS	100%	0	21	21	318		
	Understand the concept of a function, and use function notation.	100%	0	3	3	22		
F.IF.1.	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	100%	0	1	1	15		
F.IF.2.	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	100%	0	1	1	2		
F.IF.3.	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	100%	0	1	1	5		
	Interpret functions that arise in applications in terms of the context.	100%	0	6	6	110		
F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (A2, M3)	100%	0	2	2	58		
F.IF.4.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	29		
F.IF.4.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	29		
F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	100%	0	3	3	36		
F.IF.5.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	12		
F.IF.5.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	12		
F.IF.5.c.	Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)	100%	0	1	1	12		
F.IF.6.	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)	100%	0	1	1	16		
	Analyze functions using different representations.	100%	0	12	12	186		
F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.	100%	0	8	8	131		
F.IF.7.a.	Graph linear functions and indicate intercepts. (A1, M1)	100%	0	1	1	19		
F.IF.7.b.	Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)	100%	0	1	1	42		
F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)	100%	0	1	1	12		
F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)	100%	0	1	1	3		
F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)	100%	0	1	1	19		
F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)	100%	0	1	1	19		

F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.	100%	0	1	1	9		
F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.	100%	0	1	1	8		
F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	100%	0	2	2	29		
F.IF.8.a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)	100%	0	1	1	9		
F.IF.8.b.	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)	100%	0	1	1	20		
F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)	100%	0	2	2	26		
F.IF.9.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	13		
F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	13		
F.BF.	BUILDING FUNCTIONS	100%	0	11	11	109		
	Build a function that models a relationship between two quantities.	100%	0	4	4	43		
F.BF.1.	Write a function that describes a relationship between two quantities.	100%	0	3	3	38		
F.BF.1.a.	Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)	100%	0	1	1	24		
F.BF.1.b.	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)	100%	0	1	1	7		
F.BF.1.c.	(+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	100%	0	1	1	7		
F.BF.2.	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	100%	0	1	1	5		
	Build new functions from existing functions.	100%	0	7	7	66		
F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)	100%	0	1	1	16		
F.BF.3.a.	Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)	100%	0	1	1	16		
F.BF.4.	Find inverse functions.	100%	0	5	5	48		
F.BF.4.a.	Informally determine the input of a function when the output is known. (A1, M1)	100%	0	1	1	10		
F.BF.4.b.	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)	100%	0	1	1	8		
F.BF.4.c.	(+) Verify by composition that one function is the inverse of another. (A2, M3)	100%	0	1	1	10		
F.BF.4.d.	(+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)	100%	0	1	1	10		
F.BF.4.e.	(+) Produce an invertible function from a non-invertible function by restricting the domain.	100%	0	1	1	10		

F.BF.5.	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	100%	0	1	1	2		
F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS	86%	14	7	6	99		
	Construct and compare linear, quadratic, and exponential models, and solve problems.	83%	17	6	5	96		
F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.	100%	0	3	3	68		
F.LE.1.a.	Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.	100%	0	1	1	54		
F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	100%	0	1	1	5		
F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	100%	0	1	1	9		
F.LE.2.	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	100%	0	1	1	21		
F.LE.3.	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)	0%	100%	1	0	0		
F.LE.4.	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	100%	0	1	1	7		
	Interpret expressions for functions in terms of the situation they model.	100%	0	1	1	3		
F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context.	100%	0	1	1	3		
F.TF.	TRIGONOMETRIC FUNCTIONS	100%	0	9	9	46		
	Extend the domain of trigonometric functions using the unit circle.	100%	0	4	4	29		
F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	100%	0	1	1	6		
F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	100%	0	1	1	4		
F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	100%	0	1	1	15		
F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	100%	0	1	1	4		
	Model periodic phenomena with trigonometric functions.	100%	0	3	3	11		
F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	100%	0	1	1	5		
F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	100%	0	1	1	3		
F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	100%	0	1	1	3		
	Prove and apply trigonometric identities.	100%	0	2	2	6		
F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	100%	0	1	1	3		
F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems.	100%	0	1	1	3		
OH.G.	Geometry Standards	98%	2	51	50	578		
G.CO.	CONGRUENCE	100%	0	15	15	270		
	Experiment with transformations in the plane.	100%	0	6	6	136		

G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.	100%	0	1	1	117		
G.CO.2.	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.	100%	0	1	1	5		
G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.	100%	0	2	2	6		
G.CO.3.a.	Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.	100%	0	1	1	4		
G.CO.3.b.	Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.	100%	0	1	1	2		
G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	100%	0	1	1	4		
G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	100%	0	1	1	4		
	Understand congruence in terms of rigid motions.	100%	0	3	3	28		
G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	100%	0	1	1	17		
G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	100%	0	1	1	5		
G.CO.8.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	100%	0	1	1	6		
	Prove geometric theorems both formally and informally using a variety of methods.	100%	0	3	3	49		
G.CO.9.	Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	100%	0	1	1	18		
G.CO.10.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	100%	0	1	1	24		
G.CO.11.	Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	100%	0	1	1	7		
	Make geometric constructions.	100%	0	2	2	27		
G.CO.12.	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	100%	0	1	1	23		
G.CO.13.	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	100%	0	1	1	4		
	Classify and analyze geometric figures.	100%	0	1	1	30		

G.CO.14.	Classify two-dimensional figures in a hierarchy based on properties.	100%	0	1	1	30		
G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY	92%	8	13	12	112		
	Understand similarity in terms of similarity transformations.	100%	0	4	4	24		
G.SRT.1.	Verify experimentally the properties of dilations given by a center and a scale factor:	100%	0	2	2	8		
G.SRT.1.a.	A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.	100%	0	1	1	4		
G.SRT.1.b.	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	100%	0	1	1	4		
G.SRT.2.	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	100%	0	1	1	11		
G.SRT.3.	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	100%	0	1	1	5		
	Prove and apply theorems both formally and informally involving similarity using a variety of methods.	100%	0	2	2	23		
G.SRT.4.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	100%	0	1	1	7		
G.SRT.5.	Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.	100%	0	1	1	16		
	Define trigonometric ratios, and solve problems involving right triangles.	100%	0	4	4	53		
G.SRT.6.	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	100%	0	1	1	12		
G.SRT.7.	Explain and use the relationship between the sine and cosine of complementary angles.	100%	0	1	1	15		
G.SRT.8.	Solve problems involving right triangles.	100%	0	2	2	26		
G.SRT.8.a.	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)	100%	0	1	1	13		
G.SRT.8.b.	(+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3)	100%	0	1	1	13		
	Apply trigonometry to general triangles.	67%	33	3	2	12		
G.SRT.9.	(+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	0%	100%	1	0	0		
G.SRT.10.	(+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.	100%	0	1	1	6		
G.SRT.11.	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.	100%	0	1	1	6		
G.C.	CIRCLES	100%	0	7	7	39		
	Understand and apply theorems about circles.	100%	0	4	4	23		
G.C.1.	Prove that all circles are similar using transformational arguments.	100%	0	1	1	3		
G.C.2.	Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	100%	0	1	1	9		
G.C.3.	Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.	100%	0	1	1	6		
G.C.4.	(+) Construct a tangent line from a point outside a given circle to the circle.	100%	0	1	1	5		

	Find arc lengths and areas of sectors of circles.	100%	0	3	3	16		
G.C.5.	Find arc lengths and areas of sectors of circles.	100%	0	2	2	10		
G.C.5.a.	Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.	100%	0	1	1	8		
G.C.5.b.	Derive the formula for the area of a sector, and use it to solve problems.	100%	0	1	1	2		
G.C.6.	Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)	100%	0	1	1	6		
G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS	100%	0	7	7	50		
	Translate between the geometric description and the equation for a conic section.	100%	0	3	3	25		
G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	100%	0	1	1	6		
G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix.	100%	0	1	1	9		
G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	100%	0	1	1	10		
	Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	100%	0	4	4	25		
G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)	100%	0	1	1	2		
G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.	100%	0	1	1	12		
G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	100%	0	1	1	9		
G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	100%	0	1	1	2		
G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION	100%	0	6	6	56		
	Explain volume formulas, and use them to solve problems.	100%	0	3	3	25		
G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	100%	0	1	1	12		
G.GMD.2.	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	100%	0	1	1	3		
G.GMD.3.	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	100%	0	1	1	10		
	Visualize relationships between two-dimensional and three-dimensional objects.	100%	0	1	1	13		
G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	100%	0	1	1	13		
	Understand the relationships between lengths, area, and volumes.	100%	0	2	2	18		
G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.	100%	0	1	1	11		
G.GMD.6.	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.	100%	0	1	1	7		
G.MG.	MODELING WITH GEOMETRY	100%	0	3	3	51		
	Apply geometric concepts in modeling situations.	100%	0	3	3	51		
G.MG.1.	Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.	100%	0	1	1	32		

G.MG.2.	Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.	100%	0	1	1	3		
G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.	100%	0	1	1	16		
OH.S.	Statistics and Probability Standards	76%	24	34	26	89		
S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	73%	27	11	8	35		
	Summarize, represent, and interpret data on a single count or measurement variable.	50%	50	4	2	4		
S.ID.1.	Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.	0%	100%	1	0	0		
S.ID.2.	In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.	100%	0	1	1	2		
S.ID.3.	In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	0%	100%	1	0	0		
S.ID.4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	100%	0	1	1	2		
	Summarize, represent, and interpret data on two categorical and quantitative variables.	75%	25	4	3	20		
S.ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	0%	100%	1	0	0		
S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	100%	0	3	3	20		
S.ID.6.a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)	100%	0	1	1	11		
S.ID.6.b.	Informally assess the fit of a function by discussing residuals. (A2, M3)	100%	0	1	1	2		
S.ID.6.c.	Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)	100%	0	1	1	7		
	Interpret linear models.	100%	0	3	3	11		
S.ID.7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	100%	0	1	1	7		
S.ID.8.	Compute (using technology) and interpret the correlation coefficient of a linear fit.	100%	0	1	1	2		
S.ID.9.	Distinguish between correlation and causation.	100%	0	1	1	2		
S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	33%	67	6	2	12		
	Understand and evaluate random processes underlying statistical experiments.	0%	100%	2	0	0		
S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	0%	100%	1	0	0		
S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	0%	100%	1	0	0		
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	50%	50	4	2	12		
S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	100%	0	1	1	4		

S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	0%	100%	1	0	0		
S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant.	100%	0	1	1	8		
S.IC.6.	Evaluate reports based on data.	0%	100%	1	0	0		
S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	100%	0	9	9	27		
	Understand independence and conditional probability, and use them to interpret data.	100%	0	5	5	15		
S.CP.1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	100%	0	1	1	3		
S.CP.2.	Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	100%	0	1	1	3		
S.CP.3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	100%	0	1	1	3		
S.CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	100%	0	1	1	3		
S.CP.5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	100%	0	1	1	3		
	Use the rules of probability to compute probabilities of compound events in a uniform probability model.	100%	0	4	4	12		
S.CP.6.	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	100%	0	1	1	3		
S.CP.7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	100%	0	1	1	1		
S.CP.8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B A) = P(B) \cdot P(A B)$, and interpret the answer in terms of the model.	100%	0	1	1	4		
S.CP.9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	100%	0	1	1	4		
S.MD.	USING PROBABILITY TO MAKE DECISIONS	88%	12	8	7	15		
	Calculate expected values, and use them to solve problems.	100%	0	4	4	8		
S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	100%	0	1	1	2		
S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	100%	0	1	1	2		

S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	100%	0	1	1	2		
S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	100%	0	1	1	2		
	Use probability to evaluate outcomes of decisions.	75%	25	4	3	7		
S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	100%	0	2	2	4		
S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	100%	0	1	1	2		
S.MD.5.b.	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	100%	0	1	1	2		
S.MD.6.	(+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.	0%	100%	1	0	0		
S.MD.7.	(+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.	100%	0	1	1	3		

Grade: 10

88% of the lowest level standards for this state/subject/grade were met by Algebra I, Algebra II, Geometry.

12% of the lowest level standards for this state/subject/grade were not met by Algebra I, Algebra II, Geometry.

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
OH.MP.	Standards for Mathematical Practice	100%	0	8	8	1899		
MP.1.	Make sense of problems and persevere in solving them.	100%	0	1	1	365		
MP.2.	Reason abstractly and quantitatively.	100%	0	1	1	233		
MP.3.	Construct viable arguments and critique the reasoning of others.	100%	0	1	1	258		
MP.4.	Model with mathematics.	100%	0	1	1	334		
MP.5.	Use appropriate tools strategically.	100%	0	1	1	32		
MP.6.	Attend to precision.	100%	0	1	1	193		
MP.7.	Look for and make use of structure.	100%	0	1	1	288		
MP.8.	Look for and express regularity in repeated reasoning.	100%	0	1	1	196		
OH.N.	Number and Quantity Standards	67%	33	30	20	107		
N.RN.	THE REAL NUMBER SYSTEM	100%	0	3	3	21		
	Extend the properties of exponents to rational exponents.	100%	0	2	2	19		
N.RN.1.	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	100%	0	1	1	6		
N.RN.2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	100%	0	1	1	13		
	Use properties of rational and irrational numbers.	100%	0	1	1	2		
N.RN.3.	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	100%	0	1	1	2		
N.Q.	QUANTITIES	0%	100%	3	0	0		

	Reason quantitatively and use units to solve problems.	0%	100%	3	0	0		
N.Q.1.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	0%	100%	1	0	0		
N.Q.2.	Define appropriate quantities for the purpose of descriptive modeling.	0%	100%	1	0	0		
N.Q.3.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	0%	100%	1	0	0		
N.CN.	THE COMPLEX NUMBER SYSTEM	100%	0	9	9	29		
	Perform arithmetic operations with complex numbers.	100%	0	3	3	12		
N.CN.1.	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	100%	0	1	1	6		
N.CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	100%	0	1	1	4		
N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers.	100%	0	1	1	2		
	Represent complex numbers and their operations on the complex plane.	100%	0	3	3	8		
N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	100%	0	1	1	2		
N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° .	100%	0	1	1	4		
N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	100%	0	1	1	2		
	Use complex numbers in polynomial identities and equations.	100%	0	3	3	9		
N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions.	100%	0	1	1	2		
N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	100%	0	1	1	2		
N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	100%	0	1	1	5		
N.VM.	VECTOR AND MATRIX QUANTITIES	53%	47	15	8	57		
	Represent and model with vector quantities.	100%	0	3	3	18		
N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , $ \vec{v} $, $\ \vec{v}\ $, \vec{v} .	100%	0	1	1	6		
N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	100%	0	1	1	6		
N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors.	100%	0	1	1	6		
	Perform operations on vectors.	0%	100%	5	0	0		
N.VM.4.	(+) Add and subtract vectors.	0%	100%	3	0	0		
N.VM.4.a.	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	0%	100%	1	0	0		
N.VM.4.b.	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	0%	100%	1	0	0		
N.VM.4.c.	Understand vector subtraction $\vec{v} - \vec{w} = \vec{v} + (-\vec{w})$, where $-\vec{w}$ is the additive inverse of \vec{w} , with the same magnitude as \vec{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	0%	100%	1	0	0		
N.VM.5.	(+) Multiply a vector by a scalar.	0%	100%	2	0	0		

N.VM.5.a.	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	0%	100%	1	0	0		
N.VM.5.b.	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	0%	100%	1	0	0		
	Perform operations on matrices, and use matrices in applications.	71%	29	7	5	39		
N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	0%	100%	1	0	0		
N.VM.7.	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	100%	0	1	1	8		
N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.	100%	0	1	1	9		
N.VM.9.	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	100%	0	1	1	8		
N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	100%	0	1	1	10		
N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	0%	100%	1	0	0		
N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	100%	0	1	1	4		
OH.A.	Algebra Standards	85%	15	41	35	410		
A.SSE.	SEEING STRUCTURE IN EXPRESSIONS	100%	0	7	7	62		
	Interpret the structure of expressions.	100%	0	3	3	16		
A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.	100%	0	2	2	6		
A.SSE.1.a.	Interpret parts of an expression, such as terms, factors, and coefficients.	100%	0	1	1	3		
A.SSE.1.b.	Interpret complicated expressions by viewing one or more of their parts as a single entity.	100%	0	1	1	3		
A.SSE.2.	Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	100%	0	1	1	10		
	Write expressions in equivalent forms to solve problems.	100%	0	4	4	46		
A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	100%	0	3	3	43		
A.SSE.3.a.	Factor a quadratic expression to reveal the zeros of the function it defines.	100%	0	1	1	13		
A.SSE.3.b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	100%	0	1	1	10		
A.SSE.3.c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as $23t$.	100%	0	1	1	20		
A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	100%	0	1	1	3		
A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	75%	25	8	6	41		
	Perform arithmetic operations on polynomials.	50%	50	2	1	10		
A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	50%	50	2	1	10		
A.APR.1.a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)	0%	100%	1	0	0		

A.APR.1.b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)	100%	0	1	1	10		
	Understand the relationship between zeros and factors of polynomials.	100%	0	2	2	21		
A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	100%	0	1	1	4		
A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.	100%	0	1	1	17		
	Use polynomial identities to solve problems.	50%	50	2	1	4		
A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	0%	100%	1	0	0		
A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	100%	0	1	1	4		
	Rewrite rational expressions.	100%	0	2	2	6		
A.APR.6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	100%	0	1	1	4		
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.	100%	0	1	1	2		
A.CED.	CREATING EQUATIONS	73%	27	11	8	176		
	Create equations that describe numbers or relationships.	73%	27	11	8	176		
A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.	33%	67	3	1	21		
A.CED.1.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	21		
A.CED.1.b.	Focus on applying simple quadratic expressions. (A1, M2)	0%	100%	1	0	0		
A.CED.1.c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	67%	33	3	2	60		
A.CED.2.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	38		
A.CED.2.b.	Focus on applying simple quadratic expressions. (A1, M2)	100%	0	1	1	22		
A.CED.2.c.	Extend to include more complicated function situations with the option to graph with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)	100%	0	1	1	39		
A.CED.3.a.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	39		
A.CED.4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	100%	0	4	4	56		

A.CED.4.a.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)	100%	0	1	1	14		
A.CED.4.b.	Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)	100%	0	1	1	14		
A.CED.4.c.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)	100%	0	1	1	14		
A.CED.4.d.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	14		
A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES	93%	7	15	14	131		
	Understand solving equations as a process of reasoning and explain the reasoning.	100%	0	2	2	18		
A.REI.1.	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	100%	0	1	1	11		
A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	100%	0	1	1	7		
	Solve equations and inequalities in one variable.	100%	0	4	4	55		
A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	100%	0	1	1	12		
A.REI.4.	Solve quadratic equations in one variable.	100%	0	3	3	43		
A.REI.4.a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.	100%	0	1	1	17		
A.REI.4.b.	Solve quadratic equations as appropriate to the initial A.REI.4.form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.	100%	0	1	1	17		
A.REI.4.c.	(+) Derive the quadratic formula using the method of completing the square.	100%	0	1	1	9		
	Solve systems of equations.	100%	0	6	6	39		
A.REI.5.	Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	100%	0	1	1	9		
A.REI.6.	Solve systems of linear equations algebraically and graphically.	100%	0	2	2	17		
A.REI.6.a.	Limit to pairs of linear equations in two variables. (A1, M1)	100%	0	1	1	15		
A.REI.6.b.	Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)	100%	0	1	1	2		
A.REI.7.	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	100%	0	1	1	3		
A.REI.8.	(+) Represent a system of linear equations as a single matrix equation in a vector variable.	100%	0	1	1	5		
A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	100%	0	1	1	5		
	Represent and solve equations and inequalities graphically.	67%	33	3	2	19		
A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	0%	100%	1	0	0		
A.REI.11.	Explain why the x -coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.	100%	0	1	1	10		

A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	100%	0	1	1	9		
OH.F.	Functions Standards	98%	2	48	47	572		
F.IF.	INTERPRETING FUNCTIONS	100%	0	21	21	318		
	Understand the concept of a function, and use function notation.	100%	0	3	3	22		
F.IF.1.	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	100%	0	1	1	15		
F.IF.2.	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	100%	0	1	1	2		
F.IF.3.	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	100%	0	1	1	5		
	Interpret functions that arise in applications in terms of the context.	100%	0	6	6	110		
F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (A2, M3)	100%	0	2	2	58		
F.IF.4.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	29		
F.IF.4.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	29		
F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	100%	0	3	3	36		
F.IF.5.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	12		
F.IF.5.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	12		
F.IF.5.c.	Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)	100%	0	1	1	12		
F.IF.6.	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)	100%	0	1	1	16		
	Analyze functions using different representations.	100%	0	12	12	186		
F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.	100%	0	8	8	131		
F.IF.7.a.	Graph linear functions and indicate intercepts. (A1, M1)	100%	0	1	1	19		
F.IF.7.b.	Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)	100%	0	1	1	42		
F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)	100%	0	1	1	12		
F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)	100%	0	1	1	3		
F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)	100%	0	1	1	19		
F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)	100%	0	1	1	19		

F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.	100%	0	1	1	9		
F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.	100%	0	1	1	8		
F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	100%	0	2	2	29		
F.IF.8.a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)	100%	0	1	1	9		
F.IF.8.b.	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)	100%	0	1	1	20		
F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)	100%	0	2	2	26		
F.IF.9.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	13		
F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	13		
F.BF.	BUILDING FUNCTIONS	100%	0	11	11	109		
	Build a function that models a relationship between two quantities.	100%	0	4	4	43		
F.BF.1.	Write a function that describes a relationship between two quantities.	100%	0	3	3	38		
F.BF.1.a.	Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)	100%	0	1	1	24		
F.BF.1.b.	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)	100%	0	1	1	7		
F.BF.1.c.	(+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	100%	0	1	1	7		
F.BF.2.	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	100%	0	1	1	5		
	Build new functions from existing functions.	100%	0	7	7	66		
F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)	100%	0	1	1	16		
F.BF.3.a.	Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)	100%	0	1	1	16		
F.BF.4.	Find inverse functions.	100%	0	5	5	48		
F.BF.4.a.	Informally determine the input of a function when the output is known. (A1, M1)	100%	0	1	1	10		
F.BF.4.b.	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)	100%	0	1	1	8		
F.BF.4.c.	(+) Verify by composition that one function is the inverse of another. (A2, M3)	100%	0	1	1	10		
F.BF.4.d.	(+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)	100%	0	1	1	10		
F.BF.4.e.	(+) Produce an invertible function from a non-invertible function by restricting the domain.	100%	0	1	1	10		

F.BF.5.	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	100%	0	1	1	2		
F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS	86%	14	7	6	99		
	Construct and compare linear, quadratic, and exponential models, and solve problems.	83%	17	6	5	96		
F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.	100%	0	3	3	68		
F.LE.1.a.	Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.	100%	0	1	1	54		
F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	100%	0	1	1	5		
F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	100%	0	1	1	9		
F.LE.2.	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	100%	0	1	1	21		
F.LE.3.	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)	0%	100%	1	0	0		
F.LE.4.	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	100%	0	1	1	7		
	Interpret expressions for functions in terms of the situation they model.	100%	0	1	1	3		
F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context.	100%	0	1	1	3		
F.TF.	TRIGONOMETRIC FUNCTIONS	100%	0	9	9	46		
	Extend the domain of trigonometric functions using the unit circle.	100%	0	4	4	29		
F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	100%	0	1	1	6		
F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	100%	0	1	1	4		
F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	100%	0	1	1	15		
F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	100%	0	1	1	4		
	Model periodic phenomena with trigonometric functions.	100%	0	3	3	11		
F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	100%	0	1	1	5		
F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	100%	0	1	1	3		
F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	100%	0	1	1	3		
	Prove and apply trigonometric identities.	100%	0	2	2	6		
F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	100%	0	1	1	3		
F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems.	100%	0	1	1	3		
OH.G.	Geometry Standards	98%	2	51	50	578		
G.CO.	CONGRUENCE	100%	0	15	15	270		
	Experiment with transformations in the plane.	100%	0	6	6	136		

G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.	100%	0	1	1	117		
G.CO.2.	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.	100%	0	1	1	5		
G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.	100%	0	2	2	6		
G.CO.3.a.	Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.	100%	0	1	1	4		
G.CO.3.b.	Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.	100%	0	1	1	2		
G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	100%	0	1	1	4		
G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	100%	0	1	1	4		
	Understand congruence in terms of rigid motions.	100%	0	3	3	28		
G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	100%	0	1	1	17		
G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	100%	0	1	1	5		
G.CO.8.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	100%	0	1	1	6		
	Prove geometric theorems both formally and informally using a variety of methods.	100%	0	3	3	49		
G.CO.9.	Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	100%	0	1	1	18		
G.CO.10.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	100%	0	1	1	24		
G.CO.11.	Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	100%	0	1	1	7		
	Make geometric constructions.	100%	0	2	2	27		
G.CO.12.	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	100%	0	1	1	23		
G.CO.13.	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	100%	0	1	1	4		
	Classify and analyze geometric figures.	100%	0	1	1	30		

G.CO.14.	Classify two-dimensional figures in a hierarchy based on properties.	100%	0	1	1	30		
G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY	92%	8	13	12	112		
	Understand similarity in terms of similarity transformations.	100%	0	4	4	24		
G.SRT.1.	Verify experimentally the properties of dilations given by a center and a scale factor:	100%	0	2	2	8		
G.SRT.1.a.	A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.	100%	0	1	1	4		
G.SRT.1.b.	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	100%	0	1	1	4		
G.SRT.2.	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	100%	0	1	1	11		
G.SRT.3.	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	100%	0	1	1	5		
	Prove and apply theorems both formally and informally involving similarity using a variety of methods.	100%	0	2	2	23		
G.SRT.4.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	100%	0	1	1	7		
G.SRT.5.	Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.	100%	0	1	1	16		
	Define trigonometric ratios, and solve problems involving right triangles.	100%	0	4	4	53		
G.SRT.6.	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	100%	0	1	1	12		
G.SRT.7.	Explain and use the relationship between the sine and cosine of complementary angles.	100%	0	1	1	15		
G.SRT.8.	Solve problems involving right triangles.	100%	0	2	2	26		
G.SRT.8.a.	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)	100%	0	1	1	13		
G.SRT.8.b.	(+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3)	100%	0	1	1	13		
	Apply trigonometry to general triangles.	67%	33	3	2	12		
G.SRT.9.	(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	0%	100%	1	0	0		
G.SRT.10.	(+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.	100%	0	1	1	6		
G.SRT.11.	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.	100%	0	1	1	6		
G.C.	CIRCLES	100%	0	7	7	39		
	Understand and apply theorems about circles.	100%	0	4	4	23		
G.C.1.	Prove that all circles are similar using transformational arguments.	100%	0	1	1	3		
G.C.2.	Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	100%	0	1	1	9		
G.C.3.	Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.	100%	0	1	1	6		
G.C.4.	(+) Construct a tangent line from a point outside a given circle to the circle.	100%	0	1	1	5		

	Find arc lengths and areas of sectors of circles.	100%	0	3	3	16		
G.C.5.	Find arc lengths and areas of sectors of circles.	100%	0	2	2	10		
G.C.5.a.	Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.	100%	0	1	1	8		
G.C.5.b.	Derive the formula for the area of a sector, and use it to solve problems.	100%	0	1	1	2		
G.C.6.	Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)	100%	0	1	1	6		
G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS	100%	0	7	7	50		
	Translate between the geometric description and the equation for a conic section.	100%	0	3	3	25		
G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	100%	0	1	1	6		
G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix.	100%	0	1	1	9		
G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	100%	0	1	1	10		
	Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	100%	0	4	4	25		
G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)	100%	0	1	1	2		
G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.	100%	0	1	1	12		
G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	100%	0	1	1	9		
G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	100%	0	1	1	2		
G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION	100%	0	6	6	56		
	Explain volume formulas, and use them to solve problems.	100%	0	3	3	25		
G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	100%	0	1	1	12		
G.GMD.2.	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	100%	0	1	1	3		
G.GMD.3.	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	100%	0	1	1	10		
	Visualize relationships between two-dimensional and three-dimensional objects.	100%	0	1	1	13		
G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	100%	0	1	1	13		
	Understand the relationships between lengths, area, and volumes.	100%	0	2	2	18		
G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.	100%	0	1	1	11		
G.GMD.6.	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.	100%	0	1	1	7		
G.MG.	MODELING WITH GEOMETRY	100%	0	3	3	51		
	Apply geometric concepts in modeling situations.	100%	0	3	3	51		
G.MG.1.	Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.	100%	0	1	1	32		

G.MG.2.	Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.	100%	0	1	1	3		
G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.	100%	0	1	1	16		
O.H.S.	Statistics and Probability Standards	76%	24	34	26	89		
S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	73%	27	11	8	35		
	Summarize, represent, and interpret data on a single count or measurement variable.	50%	50	4	2	4		
S.ID.1.	Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.	0%	100%	1	0	0		
S.ID.2.	In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.	100%	0	1	1	2		
S.ID.3.	In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	0%	100%	1	0	0		
S.ID.4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	100%	0	1	1	2		
	Summarize, represent, and interpret data on two categorical and quantitative variables.	75%	25	4	3	20		
S.ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	0%	100%	1	0	0		
S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	100%	0	3	3	20		
S.ID.6.a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)	100%	0	1	1	11		
S.ID.6.b.	Informally assess the fit of a function by discussing residuals. (A2, M3)	100%	0	1	1	2		
S.ID.6.c.	Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)	100%	0	1	1	7		
	Interpret linear models.	100%	0	3	3	11		
S.ID.7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	100%	0	1	1	7		
S.ID.8.	Compute (using technology) and interpret the correlation coefficient of a linear fit.	100%	0	1	1	2		
S.ID.9.	Distinguish between correlation and causation.	100%	0	1	1	2		
S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	33%	67	6	2	12		
	Understand and evaluate random processes underlying statistical experiments.	0%	100%	2	0	0		
S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	0%	100%	1	0	0		
S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	0%	100%	1	0	0		
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	50%	50	4	2	12		
S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	100%	0	1	1	4		

S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	0%	100%	1	0	0		
S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant.	100%	0	1	1	8		
S.IC.6.	Evaluate reports based on data.	0%	100%	1	0	0		
S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	100%	0	9	9	27		
	Understand independence and conditional probability, and use them to interpret data.	100%	0	5	5	15		
S.CP.1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	100%	0	1	1	3		
S.CP.2.	Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	100%	0	1	1	3		
S.CP.3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	100%	0	1	1	3		
S.CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	100%	0	1	1	3		
S.CP.5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	100%	0	1	1	3		
	Use the rules of probability to compute probabilities of compound events in a uniform probability model.	100%	0	4	4	12		
S.CP.6.	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	100%	0	1	1	3		
S.CP.7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	100%	0	1	1	1		
S.CP.8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B A) = P(B) \cdot P(A B)$, and interpret the answer in terms of the model.	100%	0	1	1	4		
S.CP.9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	100%	0	1	1	4		
S.MD.	USING PROBABILITY TO MAKE DECISIONS	88%	12	8	7	15		
	Calculate expected values, and use them to solve problems.	100%	0	4	4	8		
S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	100%	0	1	1	2		
S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	100%	0	1	1	2		

S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	100%	0	1	1	2		
S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	100%	0	1	1	2		
	Use probability to evaluate outcomes of decisions.	75%	25	4	3	7		
S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	100%	0	2	2	4		
S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	100%	0	1	1	2		
S.MD.5.b.	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	100%	0	1	1	2		
S.MD.6.	(+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.	0%	100%	1	0	0		
S.MD.7.	(+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.	100%	0	1	1	3		

Grade: 11

88% of the lowest level standards for this state/subject/grade were met by Algebra I, Algebra II, Geometry.

12% of the lowest level standards for this state/subject/grade were not met by Algebra I, Algebra II, Geometry.

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
OH.MP.	Standards for Mathematical Practice	100%	0	8	8	1899		
MP.1.	Make sense of problems and persevere in solving them.	100%	0	1	1	365		
MP.2.	Reason abstractly and quantitatively.	100%	0	1	1	233		
MP.3.	Construct viable arguments and critique the reasoning of others.	100%	0	1	1	258		
MP.4.	Model with mathematics.	100%	0	1	1	334		
MP.5.	Use appropriate tools strategically.	100%	0	1	1	32		
MP.6.	Attend to precision.	100%	0	1	1	193		
MP.7.	Look for and make use of structure.	100%	0	1	1	288		
MP.8.	Look for and express regularity in repeated reasoning.	100%	0	1	1	196		
OH.N.	Number and Quantity Standards	67%	33	30	20	107		
N.RN.	THE REAL NUMBER SYSTEM	100%	0	3	3	21		
	Extend the properties of exponents to rational exponents.	100%	0	2	2	19		
N.RN.1.	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	100%	0	1	1	6		
N.RN.2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	100%	0	1	1	13		
	Use properties of rational and irrational numbers.	100%	0	1	1	2		
N.RN.3.	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	100%	0	1	1	2		
N.Q.	QUANTITIES	0%	100%	3	0	0		

	Reason quantitatively and use units to solve problems.	0%	100%	3	0	0		
N.Q.1.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	0%	100%	1	0	0		
N.Q.2.	Define appropriate quantities for the purpose of descriptive modeling.	0%	100%	1	0	0		
N.Q.3.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	0%	100%	1	0	0		
N.CN.	THE COMPLEX NUMBER SYSTEM	100%	0	9	9	29		
	Perform arithmetic operations with complex numbers.	100%	0	3	3	12		
N.CN.1.	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	100%	0	1	1	6		
N.CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	100%	0	1	1	4		
N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers.	100%	0	1	1	2		
	Represent complex numbers and their operations on the complex plane.	100%	0	3	3	8		
N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	100%	0	1	1	2		
N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° .	100%	0	1	1	4		
N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	100%	0	1	1	2		
	Use complex numbers in polynomial identities and equations.	100%	0	3	3	9		
N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions.	100%	0	1	1	2		
N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	100%	0	1	1	2		
N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	100%	0	1	1	5		
N.VM.	VECTOR AND MATRIX QUANTITIES	53%	47	15	8	57		
	Represent and model with vector quantities.	100%	0	3	3	18		
N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , $ \vec{v} $, $\ \vec{v}\ $, \vec{v} .	100%	0	1	1	6		
N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	100%	0	1	1	6		
N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors.	100%	0	1	1	6		
	Perform operations on vectors.	0%	100%	5	0	0		
N.VM.4.	(+) Add and subtract vectors.	0%	100%	3	0	0		
N.VM.4.a.	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	0%	100%	1	0	0		
N.VM.4.b.	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	0%	100%	1	0	0		
N.VM.4.c.	Understand vector subtraction $\vec{v} - \vec{w} = \vec{v} + (-\vec{w})$, where $-\vec{w}$ is the additive inverse of \vec{w} , with the same magnitude as \vec{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	0%	100%	1	0	0		
N.VM.5.	(+) Multiply a vector by a scalar.	0%	100%	2	0	0		

N.VM.5.a.	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	0%	100%	1	0	0		
N.VM.5.b.	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	0%	100%	1	0	0		
	Perform operations on matrices, and use matrices in applications.	71%	29	7	5	39		
N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	0%	100%	1	0	0		
N.VM.7.	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	100%	0	1	1	8		
N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.	100%	0	1	1	9		
N.VM.9.	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	100%	0	1	1	8		
N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	100%	0	1	1	10		
N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	0%	100%	1	0	0		
N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	100%	0	1	1	4		
OH.A.	Algebra Standards	85%	15	41	35	410		
A.SSE.	SEEING STRUCTURE IN EXPRESSIONS	100%	0	7	7	62		
	Interpret the structure of expressions.	100%	0	3	3	16		
A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.	100%	0	2	2	6		
A.SSE.1.a.	Interpret parts of an expression, such as terms, factors, and coefficients.	100%	0	1	1	3		
A.SSE.1.b.	Interpret complicated expressions by viewing one or more of their parts as a single entity.	100%	0	1	1	3		
A.SSE.2.	Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	100%	0	1	1	10		
	Write expressions in equivalent forms to solve problems.	100%	0	4	4	46		
A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	100%	0	3	3	43		
A.SSE.3.a.	Factor a quadratic expression to reveal the zeros of the function it defines.	100%	0	1	1	13		
A.SSE.3.b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	100%	0	1	1	10		
A.SSE.3.c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as $23t$.	100%	0	1	1	20		
A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	100%	0	1	1	3		
A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	75%	25	8	6	41		
	Perform arithmetic operations on polynomials.	50%	50	2	1	10		
A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	50%	50	2	1	10		
A.APR.1.a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)	0%	100%	1	0	0		

A.APR.1.b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)	100%	0	1	1	10		
	Understand the relationship between zeros and factors of polynomials.	100%	0	2	2	21		
A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	100%	0	1	1	4		
A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.	100%	0	1	1	17		
	Use polynomial identities to solve problems.	50%	50	2	1	4		
A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	0%	100%	1	0	0		
A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	100%	0	1	1	4		
	Rewrite rational expressions.	100%	0	2	2	6		
A.APR.6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	100%	0	1	1	4		
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.	100%	0	1	1	2		
A.CED.	CREATING EQUATIONS	73%	27	11	8	176		
	Create equations that describe numbers or relationships.	73%	27	11	8	176		
A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.	33%	67	3	1	21		
A.CED.1.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	21		
A.CED.1.b.	Focus on applying simple quadratic expressions. (A1, M2)	0%	100%	1	0	0		
A.CED.1.c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	67%	33	3	2	60		
A.CED.2.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	38		
A.CED.2.b.	Focus on applying simple quadratic expressions. (A1, M2)	100%	0	1	1	22		
A.CED.2.c.	Extend to include more complicated function situations with the option to graph with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)	100%	0	1	1	39		
A.CED.3.a.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	39		
A.CED.4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	100%	0	4	4	56		

A.CED.4.a.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)	100%	0	1	1	14		
A.CED.4.b.	Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)	100%	0	1	1	14		
A.CED.4.c.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)	100%	0	1	1	14		
A.CED.4.d.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	14		
A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES	93%	7	15	14	131		
	Understand solving equations as a process of reasoning and explain the reasoning.	100%	0	2	2	18		
A.REI.1.	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	100%	0	1	1	11		
A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	100%	0	1	1	7		
	Solve equations and inequalities in one variable.	100%	0	4	4	55		
A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	100%	0	1	1	12		
A.REI.4.	Solve quadratic equations in one variable.	100%	0	3	3	43		
A.REI.4.a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.	100%	0	1	1	17		
A.REI.4.b.	Solve quadratic equations as appropriate to the initial A.REI.4.form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.	100%	0	1	1	17		
A.REI.4.c.	(+) Derive the quadratic formula using the method of completing the square.	100%	0	1	1	9		
	Solve systems of equations.	100%	0	6	6	39		
A.REI.5.	Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	100%	0	1	1	9		
A.REI.6.	Solve systems of linear equations algebraically and graphically.	100%	0	2	2	17		
A.REI.6.a.	Limit to pairs of linear equations in two variables. (A1, M1)	100%	0	1	1	15		
A.REI.6.b.	Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)	100%	0	1	1	2		
A.REI.7.	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	100%	0	1	1	3		
A.REI.8.	(+) Represent a system of linear equations as a single matrix equation in a vector variable.	100%	0	1	1	5		
A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	100%	0	1	1	5		
	Represent and solve equations and inequalities graphically.	67%	33	3	2	19		
A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	0%	100%	1	0	0		
A.REI.11.	Explain why the x -coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.	100%	0	1	1	10		

A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	100%	0	1	1	9		
OH.F.	Functions Standards	98%	2	48	47	572		
F.IF.	INTERPRETING FUNCTIONS	100%	0	21	21	318		
	Understand the concept of a function, and use function notation.	100%	0	3	3	22		
F.IF.1.	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	100%	0	1	1	15		
F.IF.2.	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	100%	0	1	1	2		
F.IF.3.	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	100%	0	1	1	5		
	Interpret functions that arise in applications in terms of the context.	100%	0	6	6	110		
F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (A2, M3)	100%	0	2	2	58		
F.IF.4.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	29		
F.IF.4.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	29		
F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	100%	0	3	3	36		
F.IF.5.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	12		
F.IF.5.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	12		
F.IF.5.c.	Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)	100%	0	1	1	12		
F.IF.6.	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)	100%	0	1	1	16		
	Analyze functions using different representations.	100%	0	12	12	186		
F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.	100%	0	8	8	131		
F.IF.7.a.	Graph linear functions and indicate intercepts. (A1, M1)	100%	0	1	1	19		
F.IF.7.b.	Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)	100%	0	1	1	42		
F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)	100%	0	1	1	12		
F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)	100%	0	1	1	3		
F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)	100%	0	1	1	19		
F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)	100%	0	1	1	19		

F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.	100%	0	1	1	9		
F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.	100%	0	1	1	8		
F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	100%	0	2	2	29		
F.IF.8.a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)	100%	0	1	1	9		
F.IF.8.b.	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)	100%	0	1	1	20		
F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)	100%	0	2	2	26		
F.IF.9.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	13		
F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	13		
F.BF.	BUILDING FUNCTIONS	100%	0	11	11	109		
	Build a function that models a relationship between two quantities.	100%	0	4	4	43		
F.BF.1.	Write a function that describes a relationship between two quantities.	100%	0	3	3	38		
F.BF.1.a.	Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)	100%	0	1	1	24		
F.BF.1.b.	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)	100%	0	1	1	7		
F.BF.1.c.	(+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	100%	0	1	1	7		
F.BF.2.	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	100%	0	1	1	5		
	Build new functions from existing functions.	100%	0	7	7	66		
F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)	100%	0	1	1	16		
F.BF.3.a.	Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)	100%	0	1	1	16		
F.BF.4.	Find inverse functions.	100%	0	5	5	48		
F.BF.4.a.	Informally determine the input of a function when the output is known. (A1, M1)	100%	0	1	1	10		
F.BF.4.b.	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)	100%	0	1	1	8		
F.BF.4.c.	(+) Verify by composition that one function is the inverse of another. (A2, M3)	100%	0	1	1	10		
F.BF.4.d.	(+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)	100%	0	1	1	10		
F.BF.4.e.	(+) Produce an invertible function from a non-invertible function by restricting the domain.	100%	0	1	1	10		

F.BF.5.	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	100%	0	1	1	2		
F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS	86%	14	7	6	99		
	Construct and compare linear, quadratic, and exponential models, and solve problems.	83%	17	6	5	96		
F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.	100%	0	3	3	68		
F.LE.1.a.	Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.	100%	0	1	1	54		
F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	100%	0	1	1	5		
F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	100%	0	1	1	9		
F.LE.2.	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	100%	0	1	1	21		
F.LE.3.	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)	0%	100%	1	0	0		
F.LE.4.	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	100%	0	1	1	7		
	Interpret expressions for functions in terms of the situation they model.	100%	0	1	1	3		
F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context.	100%	0	1	1	3		
F.TF.	TRIGONOMETRIC FUNCTIONS	100%	0	9	9	46		
	Extend the domain of trigonometric functions using the unit circle.	100%	0	4	4	29		
F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	100%	0	1	1	6		
F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	100%	0	1	1	4		
F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	100%	0	1	1	15		
F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	100%	0	1	1	4		
	Model periodic phenomena with trigonometric functions.	100%	0	3	3	11		
F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	100%	0	1	1	5		
F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	100%	0	1	1	3		
F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	100%	0	1	1	3		
	Prove and apply trigonometric identities.	100%	0	2	2	6		
F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	100%	0	1	1	3		
F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems.	100%	0	1	1	3		
OH.G.	Geometry Standards	98%	2	51	50	578		
G.CO.	CONGRUENCE	100%	0	15	15	270		
	Experiment with transformations in the plane.	100%	0	6	6	136		

G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.	100%	0	1	1	117		
G.CO.2.	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.	100%	0	1	1	5		
G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.	100%	0	2	2	6		
G.CO.3.a.	Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.	100%	0	1	1	4		
G.CO.3.b.	Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.	100%	0	1	1	2		
G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	100%	0	1	1	4		
G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	100%	0	1	1	4		
	Understand congruence in terms of rigid motions.	100%	0	3	3	28		
G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	100%	0	1	1	17		
G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	100%	0	1	1	5		
G.CO.8.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	100%	0	1	1	6		
	Prove geometric theorems both formally and informally using a variety of methods.	100%	0	3	3	49		
G.CO.9.	Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	100%	0	1	1	18		
G.CO.10.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	100%	0	1	1	24		
G.CO.11.	Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	100%	0	1	1	7		
	Make geometric constructions.	100%	0	2	2	27		
G.CO.12.	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	100%	0	1	1	23		
G.CO.13.	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	100%	0	1	1	4		
	Classify and analyze geometric figures.	100%	0	1	1	30		

G.CO.14.	Classify two-dimensional figures in a hierarchy based on properties.	100%	0	1	1	30		
G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY	92%	8	13	12	112		
	Understand similarity in terms of similarity transformations.	100%	0	4	4	24		
G.SRT.1.	Verify experimentally the properties of dilations given by a center and a scale factor:	100%	0	2	2	8		
G.SRT.1.a.	A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.	100%	0	1	1	4		
G.SRT.1.b.	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	100%	0	1	1	4		
G.SRT.2.	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	100%	0	1	1	11		
G.SRT.3.	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	100%	0	1	1	5		
	Prove and apply theorems both formally and informally involving similarity using a variety of methods.	100%	0	2	2	23		
G.SRT.4.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	100%	0	1	1	7		
G.SRT.5.	Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.	100%	0	1	1	16		
	Define trigonometric ratios, and solve problems involving right triangles.	100%	0	4	4	53		
G.SRT.6.	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	100%	0	1	1	12		
G.SRT.7.	Explain and use the relationship between the sine and cosine of complementary angles.	100%	0	1	1	15		
G.SRT.8.	Solve problems involving right triangles.	100%	0	2	2	26		
G.SRT.8.a.	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)	100%	0	1	1	13		
G.SRT.8.b.	(+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3)	100%	0	1	1	13		
	Apply trigonometry to general triangles.	67%	33	3	2	12		
G.SRT.9.	(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	0%	100%	1	0	0		
G.SRT.10.	(+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.	100%	0	1	1	6		
G.SRT.11.	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.	100%	0	1	1	6		
G.C.	CIRCLES	100%	0	7	7	39		
	Understand and apply theorems about circles.	100%	0	4	4	23		
G.C.1.	Prove that all circles are similar using transformational arguments.	100%	0	1	1	3		
G.C.2.	Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	100%	0	1	1	9		
G.C.3.	Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.	100%	0	1	1	6		
G.C.4.	(+) Construct a tangent line from a point outside a given circle to the circle.	100%	0	1	1	5		

	Find arc lengths and areas of sectors of circles.	100%	0	3	3	16		
G.C.5.	Find arc lengths and areas of sectors of circles.	100%	0	2	2	10		
G.C.5.a.	Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.	100%	0	1	1	8		
G.C.5.b.	Derive the formula for the area of a sector, and use it to solve problems.	100%	0	1	1	2		
G.C.6.	Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)	100%	0	1	1	6		
G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS	100%	0	7	7	50		
	Translate between the geometric description and the equation for a conic section.	100%	0	3	3	25		
G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	100%	0	1	1	6		
G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix.	100%	0	1	1	9		
G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	100%	0	1	1	10		
	Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	100%	0	4	4	25		
G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)	100%	0	1	1	2		
G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.	100%	0	1	1	12		
G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	100%	0	1	1	9		
G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	100%	0	1	1	2		
G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION	100%	0	6	6	56		
	Explain volume formulas, and use them to solve problems.	100%	0	3	3	25		
G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	100%	0	1	1	12		
G.GMD.2.	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	100%	0	1	1	3		
G.GMD.3.	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	100%	0	1	1	10		
	Visualize relationships between two-dimensional and three-dimensional objects.	100%	0	1	1	13		
G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	100%	0	1	1	13		
	Understand the relationships between lengths, area, and volumes.	100%	0	2	2	18		
G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.	100%	0	1	1	11		
G.GMD.6.	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.	100%	0	1	1	7		
G.MG.	MODELING WITH GEOMETRY	100%	0	3	3	51		
	Apply geometric concepts in modeling situations.	100%	0	3	3	51		
G.MG.1.	Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.	100%	0	1	1	32		

G.MG.2.	Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.	100%	0	1	1	3		
G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.	100%	0	1	1	16		
O.H.S.	Statistics and Probability Standards	76%	24	34	26	89		
S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	73%	27	11	8	35		
	Summarize, represent, and interpret data on a single count or measurement variable.	50%	50	4	2	4		
S.ID.1.	Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.	0%	100%	1	0	0		
S.ID.2.	In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.	100%	0	1	1	2		
S.ID.3.	In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	0%	100%	1	0	0		
S.ID.4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	100%	0	1	1	2		
	Summarize, represent, and interpret data on two categorical and quantitative variables.	75%	25	4	3	20		
S.ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	0%	100%	1	0	0		
S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	100%	0	3	3	20		
S.ID.6.a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)	100%	0	1	1	11		
S.ID.6.b.	Informally assess the fit of a function by discussing residuals. (A2, M3)	100%	0	1	1	2		
S.ID.6.c.	Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)	100%	0	1	1	7		
	Interpret linear models.	100%	0	3	3	11		
S.ID.7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	100%	0	1	1	7		
S.ID.8.	Compute (using technology) and interpret the correlation coefficient of a linear fit.	100%	0	1	1	2		
S.ID.9.	Distinguish between correlation and causation.	100%	0	1	1	2		
S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	33%	67	6	2	12		
	Understand and evaluate random processes underlying statistical experiments.	0%	100%	2	0	0		
S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	0%	100%	1	0	0		
S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	0%	100%	1	0	0		
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	50%	50	4	2	12		
S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	100%	0	1	1	4		

S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	0%	100%	1	0	0		
S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant.	100%	0	1	1	8		
S.IC.6.	Evaluate reports based on data.	0%	100%	1	0	0		
S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	100%	0	9	9	27		
	Understand independence and conditional probability, and use them to interpret data.	100%	0	5	5	15		
S.CP.1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	100%	0	1	1	3		
S.CP.2.	Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	100%	0	1	1	3		
S.CP.3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	100%	0	1	1	3		
S.CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	100%	0	1	1	3		
S.CP.5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	100%	0	1	1	3		
	Use the rules of probability to compute probabilities of compound events in a uniform probability model.	100%	0	4	4	12		
S.CP.6.	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	100%	0	1	1	3		
S.CP.7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	100%	0	1	1	1		
S.CP.8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B A) = P(B) \cdot P(A B)$, and interpret the answer in terms of the model.	100%	0	1	1	4		
S.CP.9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	100%	0	1	1	4		
S.MD.	USING PROBABILITY TO MAKE DECISIONS	88%	12	8	7	15		
	Calculate expected values, and use them to solve problems.	100%	0	4	4	8		
S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	100%	0	1	1	2		
S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	100%	0	1	1	2		

S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	100%	0	1	1	2		
S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	100%	0	1	1	2		
	Use probability to evaluate outcomes of decisions.	75%	25	4	3	7		
S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	100%	0	2	2	4		
S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	100%	0	1	1	2		
S.MD.5.b.	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	100%	0	1	1	2		
S.MD.6.	(+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.	0%	100%	1	0	0		
S.MD.7.	(+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.	100%	0	1	1	3		

Grade: 12

88% of the lowest level standards for this state/subject/grade were met by Algebra I, Algebra II, Geometry.

12% of the lowest level standards for this state/subject/grade were not met by Algebra I, Algebra II, Geometry.

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
OH.MP.	Standards for Mathematical Practice	100%	0	8	8	1899		
MP.1.	Make sense of problems and persevere in solving them.	100%	0	1	1	365		
MP.2.	Reason abstractly and quantitatively.	100%	0	1	1	233		
MP.3.	Construct viable arguments and critique the reasoning of others.	100%	0	1	1	258		
MP.4.	Model with mathematics.	100%	0	1	1	334		
MP.5.	Use appropriate tools strategically.	100%	0	1	1	32		
MP.6.	Attend to precision.	100%	0	1	1	193		
MP.7.	Look for and make use of structure.	100%	0	1	1	288		
MP.8.	Look for and express regularity in repeated reasoning.	100%	0	1	1	196		
OH.N.	Number and Quantity Standards	67%	33	30	20	107		
N.RN.	THE REAL NUMBER SYSTEM	100%	0	3	3	21		
	Extend the properties of exponents to rational exponents.	100%	0	2	2	19		
N.RN.1.	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	100%	0	1	1	6		
N.RN.2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	100%	0	1	1	13		
	Use properties of rational and irrational numbers.	100%	0	1	1	2		
N.RN.3.	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	100%	0	1	1	2		
N.Q.	QUANTITIES	0%	100%	3	0	0		

	Reason quantitatively and use units to solve problems.	0%	100%	3	0	0		
N.Q.1.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	0%	100%	1	0	0		
N.Q.2.	Define appropriate quantities for the purpose of descriptive modeling.	0%	100%	1	0	0		
N.Q.3.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	0%	100%	1	0	0		
N.CN.	THE COMPLEX NUMBER SYSTEM	100%	0	9	9	29		
	Perform arithmetic operations with complex numbers.	100%	0	3	3	12		
N.CN.1.	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	100%	0	1	1	6		
N.CN.2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	100%	0	1	1	4		
N.CN.3.	(+) Find the conjugate of a complex number; use conjugates to find magnitudes and quotients of complex numbers.	100%	0	1	1	2		
	Represent complex numbers and their operations on the complex plane.	100%	0	3	3	8		
N.CN.4.	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	100%	0	1	1	2		
N.CN.5.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has magnitude 2 and argument 120° .	100%	0	1	1	4		
N.CN.6.	(+) Calculate the distance between numbers in the complex plane as the magnitude of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	100%	0	1	1	2		
	Use complex numbers in polynomial identities and equations.	100%	0	3	3	9		
N.CN.7.	Solve quadratic equations with real coefficients that have complex solutions.	100%	0	1	1	2		
N.CN.8.	(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	100%	0	1	1	2		
N.CN.9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	100%	0	1	1	5		
N.VM.	VECTOR AND MATRIX QUANTITIES	53%	47	15	8	57		
	Represent and model with vector quantities.	100%	0	3	3	18		
N.VM.1.	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes, e.g., \vec{v} , $ \vec{v} $, $\ \vec{v}\ $, \vec{v} .	100%	0	1	1	6		
N.VM.2.	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	100%	0	1	1	6		
N.VM.3.	(+) Solve problems involving velocity and other quantities that can be represented by vectors.	100%	0	1	1	6		
	Perform operations on vectors.	0%	100%	5	0	0		
N.VM.4.	(+) Add and subtract vectors.	0%	100%	3	0	0		
N.VM.4.a.	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	0%	100%	1	0	0		
N.VM.4.b.	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	0%	100%	1	0	0		
N.VM.4.c.	Understand vector subtraction $\vec{v} - \vec{w} = \vec{v} + (-\vec{w})$, where $-\vec{w}$ is the additive inverse of \vec{w} , with the same magnitude as \vec{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	0%	100%	1	0	0		
N.VM.5.	(+) Multiply a vector by a scalar.	0%	100%	2	0	0		

N.VM.5.a.	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	0%	100%	1	0	0		
N.VM.5.b.	Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	0%	100%	1	0	0		
	Perform operations on matrices, and use matrices in applications.	71%	29	7	5	39		
N.VM.6.	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	0%	100%	1	0	0		
N.VM.7.	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	100%	0	1	1	8		
N.VM.8.	(+) Add, subtract, and multiply matrices of appropriate dimensions.	100%	0	1	1	9		
N.VM.9.	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	100%	0	1	1	8		
N.VM.10.	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication analogous to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	100%	0	1	1	10		
N.VM.11.	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	0%	100%	1	0	0		
N.VM.12.	(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	100%	0	1	1	4		
OH.A.	Algebra Standards	85%	15	41	35	410		
A.SSE.	SEEING STRUCTURE IN EXPRESSIONS	100%	0	7	7	62		
	Interpret the structure of expressions.	100%	0	3	3	16		
A.SSE.1.	Interpret expressions that represent a quantity in terms of its context.	100%	0	2	2	6		
A.SSE.1.a.	Interpret parts of an expression, such as terms, factors, and coefficients.	100%	0	1	1	3		
A.SSE.1.b.	Interpret complicated expressions by viewing one or more of their parts as a single entity.	100%	0	1	1	3		
A.SSE.2.	Use the structure of an expression to identify ways to rewrite it. For example, to factor $3x(x - 5) + 2(x - 5)$, students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to $(3x + 2)(x - 5)$; or see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	100%	0	1	1	10		
	Write expressions in equivalent forms to solve problems.	100%	0	4	4	46		
A.SSE.3.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	100%	0	3	3	43		
A.SSE.3.a.	Factor a quadratic expression to reveal the zeros of the function it defines.	100%	0	1	1	13		
A.SSE.3.b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	100%	0	1	1	10		
A.SSE.3.c.	Use the properties of exponents to transform expressions for exponential functions. For example, $8t$ can be written as $23t$.	100%	0	1	1	20		
A.SSE.4.	(+) Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.	100%	0	1	1	3		
A.APR.	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	75%	25	8	6	41		
	Perform arithmetic operations on polynomials.	50%	50	2	1	10		
A.APR.1.	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	50%	50	2	1	10		
A.APR.1.a.	Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)	0%	100%	1	0	0		

A.APR.1.b.	Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)	100%	0	1	1	10		
	Understand the relationship between zeros and factors of polynomials.	100%	0	2	2	21		
A.APR.2.	Understand and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$. In particular, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	100%	0	1	1	4		
A.APR.3.	Identify zeros of polynomials, when factoring is reasonable, and use the zeros to construct a rough graph of the function defined by the polynomial.	100%	0	1	1	17		
	Use polynomial identities to solve problems.	50%	50	2	1	4		
A.APR.4.	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	0%	100%	1	0	0		
A.APR.5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers. For example by using coefficients determined for Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	100%	0	1	1	4		
	Rewrite rational expressions.	100%	0	2	2	6		
A.APR.6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	100%	0	1	1	4		
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.	100%	0	1	1	2		
A.CED.	CREATING EQUATIONS	73%	27	11	8	176		
	Create equations that describe numbers or relationships.	73%	27	11	8	176		
A.CED.1.	Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions.	33%	67	3	1	21		
A.CED.1.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	21		
A.CED.1.b.	Focus on applying simple quadratic expressions. (A1, M2)	0%	100%	1	0	0		
A.CED.1.c.	Extend to include more complicated function situations with the option to solve with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	67%	33	3	2	60		
A.CED.2.a.	Focus on applying linear and simple exponential expressions. (A1, M1)	100%	0	1	1	38		
A.CED.2.b.	Focus on applying simple quadratic expressions. (A1, M2)	100%	0	1	1	22		
A.CED.2.c.	Extend to include more complicated function situations with the option to graph with technology. (A2, M3)	0%	100%	1	0	0		
A.CED.3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A1, M1)	100%	0	1	1	39		
A.CED.3.a.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	39		
A.CED.4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	100%	0	4	4	56		

A.CED.4.a.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance R , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (A1)	100%	0	1	1	14		
A.CED.4.b.	Focus on formulas in which the variable of interest is linear. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (M1)	100%	0	1	1	14		
A.CED.4.c.	Focus on formulas in which the variable of interest is linear or square. For example, rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius r . (M2)	100%	0	1	1	14		
A.CED.4.d.	While functions will often be linear, exponential, or quadratic, the types of problems should draw from more complicated situations. (A2, M3)	100%	0	1	1	14		
A.REI.	REASONING WITH EQUATIONS AND INEQUALITIES	93%	7	15	14	131		
	Understand solving equations as a process of reasoning and explain the reasoning.	100%	0	2	2	18		
A.REI.1.	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	100%	0	1	1	11		
A.REI.2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	100%	0	1	1	7		
	Solve equations and inequalities in one variable.	100%	0	4	4	55		
A.REI.3.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	100%	0	1	1	12		
A.REI.4.	Solve quadratic equations in one variable.	100%	0	3	3	43		
A.REI.4.a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions.	100%	0	1	1	17		
A.REI.4.b.	Solve quadratic equations as appropriate to the initial A.REI.4.form of the equation by inspection, e.g., for $x^2 = 49$; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring.	100%	0	1	1	17		
A.REI.4.c.	(+) Derive the quadratic formula using the method of completing the square.	100%	0	1	1	9		
	Solve systems of equations.	100%	0	6	6	39		
A.REI.5.	Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	100%	0	1	1	9		
A.REI.6.	Solve systems of linear equations algebraically and graphically.	100%	0	2	2	17		
A.REI.6.a.	Limit to pairs of linear equations in two variables. (A1, M1)	100%	0	1	1	15		
A.REI.6.b.	Extend to include solving systems of linear equations in three variables, but only algebraically. (A2, M3)	100%	0	1	1	2		
A.REI.7.	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	100%	0	1	1	3		
A.REI.8.	(+) Represent a system of linear equations as a single matrix equation in a vector variable.	100%	0	1	1	5		
A.REI.9.	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	100%	0	1	1	5		
	Represent and solve equations and inequalities graphically.	67%	33	3	2	19		
A.REI.10.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	0%	100%	1	0	0		
A.REI.11.	Explain why the x -coordinates of the points where the graphs of the equation $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, making tables of values, or finding successive approximations.	100%	0	1	1	10		

A.REI.12.	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	100%	0	1	1	9		
OH.F.	Functions Standards	98%	2	48	47	572		
F.IF.	INTERPRETING FUNCTIONS	100%	0	21	21	318		
	Understand the concept of a function, and use function notation.	100%	0	3	3	22		
F.IF.1.	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	100%	0	1	1	15		
F.IF.2.	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	100%	0	1	1	2		
F.IF.3.	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	100%	0	1	1	5		
	Interpret functions that arise in applications in terms of the context.	100%	0	6	6	110		
F.IF.4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (A2, M3)	100%	0	2	2	58		
F.IF.4.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	29		
F.IF.4.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	29		
F.IF.5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	100%	0	3	3	36		
F.IF.5.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	12		
F.IF.5.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	12		
F.IF.5.c.	Emphasize the selection of a type of function for a model based on behavior of data and context. (A2, M3)	100%	0	1	1	12		
F.IF.6.	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (A2, M3)	100%	0	1	1	16		
	Analyze functions using different representations.	100%	0	12	12	186		
F.IF.7.	Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.	100%	0	8	8	131		
F.IF.7.a.	Graph linear functions and indicate intercepts. (A1, M1)	100%	0	1	1	19		
F.IF.7.b.	Graph quadratic functions and indicate intercepts, maxima, and minima. (A1, M2)	100%	0	1	1	42		
F.IF.7.c.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)	100%	0	1	1	12		
F.IF.7.d.	Graph polynomial functions, identifying zeros, when factoring is reasonable, and indicating end behavior. (A2, M3)	100%	0	1	1	3		
F.IF.7.e.	Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)	100%	0	1	1	19		
F.IF.7.f.	Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)	100%	0	1	1	19		

F.IF.7.g.	(+) Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior.	100%	0	1	1	9		
F.IF.7.h.	(+) Graph logarithmic functions, indicating intercepts and end behavior.	100%	0	1	1	8		
F.IF.8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	100%	0	2	2	29		
F.IF.8.a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (A2, M3) (i) Focus on completing the square to quadratic functions with the leading coefficient of 1. (A1, M2)	100%	0	1	1	9		
F.IF.8.b.	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change G in functions such as $y = (1.02)^t$, and $y = (0.97)^t$ and classify them as representing exponential growth or decay. (A2, M3) (i) Focus on exponential functions evaluated at integer inputs. (A1, M2)	100%	0	1	1	20		
F.IF.9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (A2, M3)	100%	0	2	2	26		
F.IF.9.a.	Focus on linear and exponential functions. (M1)	100%	0	1	1	13		
F.IF.9.b.	Focus on linear, quadratic, and exponential functions. (A1, M2)	100%	0	1	1	13		
F.BF.	BUILDING FUNCTIONS	100%	0	11	11	109		
	Build a function that models a relationship between two quantities.	100%	0	4	4	43		
F.BF.1.	Write a function that describes a relationship between two quantities.	100%	0	3	3	38		
F.BF.1.a.	Determine an explicit expression, a recursive process, or steps for calculation from context. (i) Focus on linear and exponential functions. (A1, M1) (ii) Focus on situations that exhibit quadratic or exponential relationships. (A1, M2)	100%	0	1	1	24		
F.BF.1.b.	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (A2, M3)	100%	0	1	1	7		
F.BF.1.c.	(+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	100%	0	1	1	7		
F.BF.2.	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	100%	0	1	1	5		
	Build new functions from existing functions.	100%	0	7	7	66		
F.BF.3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (A2, M3)	100%	0	1	1	16		
F.BF.3.a.	Focus on transformations of graphs of quadratic functions, except for $f(kx)$; (A1, M2)	100%	0	1	1	16		
F.BF.4.	Find inverse functions.	100%	0	5	5	48		
F.BF.4.a.	Informally determine the input of a function when the output is known. (A1, M1)	100%	0	1	1	10		
F.BF.4.b.	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse. (A2, M3)	100%	0	1	1	8		
F.BF.4.c.	(+) Verify by composition that one function is the inverse of another. (A2, M3)	100%	0	1	1	10		
F.BF.4.d.	(+) Find the inverse of a function algebraically, given that the function has an inverse. (A2, M3)	100%	0	1	1	10		
F.BF.4.e.	(+) Produce an invertible function from a non-invertible function by restricting the domain.	100%	0	1	1	10		

F.BF.5.	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	100%	0	1	1	2		
F.LE.	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS	86%	14	7	6	99		
	Construct and compare linear, quadratic, and exponential models, and solve problems.	83%	17	6	5	96		
F.LE.1.	Distinguish between situations that can be modeled with linear functions and with exponential functions.	100%	0	3	3	68		
F.LE.1.a.	Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.	100%	0	1	1	54		
F.LE.1.b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	100%	0	1	1	5		
F.LE.1.c.	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	100%	0	1	1	9		
F.LE.2.	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	100%	0	1	1	21		
F.LE.3.	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1, M2)	0%	100%	1	0	0		
F.LE.4.	For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	100%	0	1	1	7		
	Interpret expressions for functions in terms of the situation they model.	100%	0	1	1	3		
F.LE.5.	Interpret the parameters in a linear or exponential function in terms of a context.	100%	0	1	1	3		
F.TF.	TRIGONOMETRIC FUNCTIONS	100%	0	9	9	46		
	Extend the domain of trigonometric functions using the unit circle.	100%	0	4	4	29		
F.TF.1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	100%	0	1	1	6		
F.TF.2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	100%	0	1	1	4		
F.TF.3.	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$, and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	100%	0	1	1	15		
F.TF.4.	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	100%	0	1	1	4		
	Model periodic phenomena with trigonometric functions.	100%	0	3	3	11		
F.TF.5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	100%	0	1	1	5		
F.TF.6.	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	100%	0	1	1	3		
F.TF.7.	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	100%	0	1	1	3		
	Prove and apply trigonometric identities.	100%	0	2	2	6		
F.TF.8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$, and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	100%	0	1	1	3		
F.TF.9.	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent, and use them to solve problems.	100%	0	1	1	3		
OH.G.	Geometry Standards	98%	2	51	50	578		
G.CO.	CONGRUENCE	100%	0	15	15	270		
	Experiment with transformations in the plane.	100%	0	6	6	136		

G.CO.1.	Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.	100%	0	1	1	117		
G.CO.2.	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.	100%	0	1	1	5		
G.CO.3.	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself.	100%	0	2	2	6		
G.CO.3.a.	Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.	100%	0	1	1	4		
G.CO.3.b.	Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.	100%	0	1	1	2		
G.CO.4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	100%	0	1	1	4		
G.CO.5.	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	100%	0	1	1	4		
	Understand congruence in terms of rigid motions.	100%	0	3	3	28		
G.CO.6.	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	100%	0	1	1	17		
G.CO.7.	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	100%	0	1	1	5		
G.CO.8.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	100%	0	1	1	6		
	Prove geometric theorems both formally and informally using a variety of methods.	100%	0	3	3	49		
G.CO.9.	Prove and apply theorems about lines and angles. Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	100%	0	1	1	18		
G.CO.10.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	100%	0	1	1	24		
G.CO.11.	Prove and apply theorems about parallelograms. Theorems include but are not restricted to the following: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	100%	0	1	1	7		
	Make geometric constructions.	100%	0	2	2	27		
G.CO.12.	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	100%	0	1	1	23		
G.CO.13.	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	100%	0	1	1	4		
	Classify and analyze geometric figures.	100%	0	1	1	30		

G.CO.14.	Classify two-dimensional figures in a hierarchy based on properties.	100%	0	1	1	30		
G.SRT.	SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY	92%	8	13	12	112		
	Understand similarity in terms of similarity transformations.	100%	0	4	4	24		
G.SRT.1.	Verify experimentally the properties of dilations given by a center and a scale factor:	100%	0	2	2	8		
G.SRT.1.a.	A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged.	100%	0	1	1	4		
G.SRT.1.b.	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	100%	0	1	1	4		
G.SRT.2.	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	100%	0	1	1	11		
G.SRT.3.	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	100%	0	1	1	5		
	Prove and apply theorems both formally and informally involving similarity using a variety of methods.	100%	0	2	2	23		
G.SRT.4.	Prove and apply theorems about triangles. Theorems include but are not restricted to the following: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	100%	0	1	1	7		
G.SRT.5.	Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures that can be decomposed into triangles.	100%	0	1	1	16		
	Define trigonometric ratios, and solve problems involving right triangles.	100%	0	4	4	53		
G.SRT.6.	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	100%	0	1	1	12		
G.SRT.7.	Explain and use the relationship between the sine and cosine of complementary angles.	100%	0	1	1	15		
G.SRT.8.	Solve problems involving right triangles.	100%	0	2	2	26		
G.SRT.8.a.	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)	100%	0	1	1	13		
G.SRT.8.b.	(+) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (A2, M3)	100%	0	1	1	13		
	Apply trigonometry to general triangles.	67%	33	3	2	12		
G.SRT.9.	(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	0%	100%	1	0	0		
G.SRT.10.	(+) Explain proofs of the Laws of Sines and Cosines and use the Laws to solve problems.	100%	0	1	1	6		
G.SRT.11.	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles, e.g., surveying problems, resultant forces.	100%	0	1	1	6		
G.C.	CIRCLES	100%	0	7	7	39		
	Understand and apply theorems about circles.	100%	0	4	4	23		
G.C.1.	Prove that all circles are similar using transformational arguments.	100%	0	1	1	3		
G.C.2.	Identify and describe relationships among angles, radii, chords, tangents, and arcs and use them to solve problems. Include the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	100%	0	1	1	9		
G.C.3.	Construct the inscribed and circumscribed circles of a triangle; prove and apply the property that opposite angles are supplementary for a quadrilateral inscribed in a circle.	100%	0	1	1	6		
G.C.4.	(+) Construct a tangent line from a point outside a given circle to the circle.	100%	0	1	1	5		

	Find arc lengths and areas of sectors of circles.	100%	0	3	3	16		
G.C.5.	Find arc lengths and areas of sectors of circles.	100%	0	2	2	10		
G.C.5.a.	Apply similarity to relate the length of an arc intercepted by a central angle to the radius. Use the relationship to solve problems.	100%	0	1	1	8		
G.C.5.b.	Derive the formula for the area of a sector, and use it to solve problems.	100%	0	1	1	2		
G.C.6.	Derive formulas that relate degrees and radians, and convert between the two. (A2, M3)	100%	0	1	1	6		
G.GPE.	EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS	100%	0	7	7	50		
	Translate between the geometric description and the equation for a conic section.	100%	0	3	3	25		
G.GPE.1.	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	100%	0	1	1	6		
G.GPE.2.	(+) Derive the equation of a parabola given a focus and directrix.	100%	0	1	1	9		
G.GPE.3.	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	100%	0	1	1	10		
	Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	100%	0	4	4	25		
G.GPE.4.	Use coordinates to prove simple geometric theorems algebraically and to verify geometric relationships algebraically, including properties of special triangles, quadrilaterals, and circles. For example, determine if a figure defined by four given points in the coordinate plane is a rectangle; determine if a specific point lies on a given circle. (G, M2)	100%	0	1	1	2		
G.GPE.5.	Justify the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems, e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point.	100%	0	1	1	12		
G.GPE.6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	100%	0	1	1	9		
G.GPE.7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	100%	0	1	1	2		
G.GMD.	GEOMETRIC MEASUREMENT AND DIMENSION	100%	0	6	6	56		
	Explain volume formulas, and use them to solve problems.	100%	0	3	3	25		
G.GMD.1.	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	100%	0	1	1	12		
G.GMD.2.	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	100%	0	1	1	3		
G.GMD.3.	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	100%	0	1	1	10		
	Visualize relationships between two-dimensional and three-dimensional objects.	100%	0	1	1	13		
G.GMD.4.	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	100%	0	1	1	13		
	Understand the relationships between lengths, area, and volumes.	100%	0	2	2	18		
G.GMD.5.	Understand how and when changes to the measures of a figure (lengths or angles) result in similar and non-similar figures.	100%	0	1	1	11		
G.GMD.6.	When figures are similar, understand and apply the fact that when a figure is scaled by a factor of k , the effect on lengths, areas, and volumes is that they are multiplied by k , k^2 , and k^3 , respectively.	100%	0	1	1	7		
G.MG.	MODELING WITH GEOMETRY	100%	0	3	3	51		
	Apply geometric concepts in modeling situations.	100%	0	3	3	51		
G.MG.1.	Use geometric shapes, their measures, and their properties to describe objects, e.g., modeling a tree trunk or a human torso as a cylinder.	100%	0	1	1	32		

G.MG.2.	Apply concepts of density based on area and volume in modeling situations, e.g., persons per square mile, BTUs per cubic foot.	100%	0	1	1	3		
G.MG.3.	Apply geometric methods to solve design problems, e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.	100%	0	1	1	16		
O.H.S.	Statistics and Probability Standards	76%	24	34	26	89		
S.ID.	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	73%	27	11	8	35		
	Summarize, represent, and interpret data on a single count or measurement variable.	50%	50	4	2	4		
S.ID.1.	Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.	0%	100%	1	0	0		
S.ID.2.	In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.	100%	0	1	1	2		
S.ID.3.	In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	0%	100%	1	0	0		
S.ID.4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	100%	0	1	1	2		
	Summarize, represent, and interpret data on two categorical and quantitative variables.	75%	25	4	3	20		
S.ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	0%	100%	1	0	0		
S.ID.6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	100%	0	3	3	20		
S.ID.6.a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions, or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. (A2, M3)	100%	0	1	1	11		
S.ID.6.b.	Informally assess the fit of a function by discussing residuals. (A2, M3)	100%	0	1	1	2		
S.ID.6.c.	Fit a linear function for a scatterplot that suggests a linear association. (A1, M1)	100%	0	1	1	7		
	Interpret linear models.	100%	0	3	3	11		
S.ID.7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	100%	0	1	1	7		
S.ID.8.	Compute (using technology) and interpret the correlation coefficient of a linear fit.	100%	0	1	1	2		
S.ID.9.	Distinguish between correlation and causation.	100%	0	1	1	2		
S.IC.	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	33%	67	6	2	12		
	Understand and evaluate random processes underlying statistical experiments.	0%	100%	2	0	0		
S.IC.1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	0%	100%	1	0	0		
S.IC.2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	0%	100%	1	0	0		
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	50%	50	4	2	12		
S.IC.3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	100%	0	1	1	4		

S.IC.4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	0%	100%	1	0	0		
S.IC.5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between sample statistics are statistically significant.	100%	0	1	1	8		
S.IC.6.	Evaluate reports based on data.	0%	100%	1	0	0		
S.CP.	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	100%	0	9	9	27		
	Understand independence and conditional probability, and use them to interpret data.	100%	0	5	5	15		
S.CP.1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	100%	0	1	1	3		
S.CP.2.	Understand that two events A and B are independent if and only if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	100%	0	1	1	3		
S.CP.3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	100%	0	1	1	3		
S.CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	100%	0	1	1	3		
S.CP.5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	100%	0	1	1	3		
	Use the rules of probability to compute probabilities of compound events in a uniform probability model.	100%	0	4	4	12		
S.CP.6.	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	100%	0	1	1	3		
S.CP.7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	100%	0	1	1	1		
S.CP.8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \cdot P(B A) = P(B) \cdot P(A B)$, and interpret the answer in terms of the model.	100%	0	1	1	4		
S.CP.9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	100%	0	1	1	4		
S.MD.	USING PROBABILITY TO MAKE DECISIONS	88%	12	8	7	15		
	Calculate expected values, and use them to solve problems.	100%	0	4	4	8		
S.MD.1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	100%	0	1	1	2		
S.MD.2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	100%	0	1	1	2		

S.MD.3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	100%	0	1	1	2		
S.MD.4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	100%	0	1	1	2		
	Use probability to evaluate outcomes of decisions.	75%	25	4	3	7		
S.MD.5.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	100%	0	2	2	4		
S.MD.5.a.	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	100%	0	1	1	2		
S.MD.5.b.	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	100%	0	1	1	2		
S.MD.6.	(+) Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator.	0%	100%	1	0	0		
S.MD.7.	(+) Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game.	100%	0	1	1	3		

Main Criteria: Ohio Learning Standards
Secondary Criteria: Biology, Chemistry, IPC, Physics
Subject: Science
Grades: 9, 10, 11, 12
Correlation Options: Show All
 Include Correlation Statistics

Ohio Learning Standards
Science
 Grade: 9 - Adopted: 2018

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 1:	Biosphere

PROFICIENCY
LEVEL

Evolution and adaptation in populations

Biology

Unit 4: Activity (Essay - First Cell)
Unit 4: Activity (Essay - Opinion of Evolution)
Unit 4: Lesson 1 - Origins and Adaptations
Unit 4: Lesson 2 - Evidence for Evolution
Unit 4: Lesson 3 - Darwin's View of Natural Selection
Unit 4: Lesson 4 - Mechanics of Evolution
Unit 4: Lesson 5 - Origin of Life
Unit 4: Lesson 6 - The Controversy of Evolution
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Lesson 2 - Basic Plant Structures
Unit 6: Lesson 3 - Plant Processes
Unit 6: Lesson 4 - Nonvascular Plants
Unit 6: Lesson 5 - Seedless Vascular Plants
Unit 6: Lesson 6 - Gymnosperms
Unit 6: Lesson 7 - Introduction to Angiosperms
Unit 6: Lesson 8 - Flowers
Unit 6: Lesson 9 - Reproduction in Flowering Plants
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Activity (Roundworms)
Unit 7: Lesson 2 - Animal Behavior
Unit 7: Lesson 3 - Invertebrates-Sponges, Cnidarians, Flatworms, and Roundworms
Unit 7: Lesson 4 - Mollusks and Segmented Worms
Unit 7: Lesson 5 - Arthropods
Unit 7: Lesson 6 - Echinoderms and Invertebrate Chordates
Unit 7: Lesson 7 - Fishes and Amphibians
Unit 7: Lesson 8 - Reptiles and Birds
Unit 7: Lesson 9 - Mammals
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 9: Activity (Biomes and Endangered Species)
Unit 9: Diagram an Ecosystem
Unit 9: Lesson 2 - Water Ecosystems
Unit 9: Lesson 3 - Biomes
Unit 9: Lesson 4 - Living Together in Ecosystems
Unit 9: Lesson 7 - Ecological Succession
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 8: Lesson 7 - The Nature of Sound and Waves
Unit 8: Quiz 3

PROFICIENCY
LEVEL

Biodiversity

Biology

Unit 9: Diagram an Ecosystem
Unit 9: Lesson 3 - Biomes
Unit 9: Lesson 4 - Living Together in Ecosystems
Unit 9: Lesson 8 - Biodiversity
Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

PROFICIENCY
LEVEL

Ecosystems (equilibrium, species interactions, stability)

Biology

- Unit 5: Activity (Pond Scum)
- Unit 5: Lesson 2 - Eubacteria
- Unit 5: Lesson 6 - Introduction to Protists
- Unit 5: Lesson 8 - Introduction to Fungus
- Unit 5: Lesson 9 - The Fungus Among Us
- Unit 5: Quiz 1
- Unit 5: Quiz 3
- Unit 6: Lesson 1 - Introduction to Plants
- Unit 6: Lesson 6 - Gymnosperms
- Unit 6: Lesson 7 - Introduction to Angiosperms
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 3 - Invertebrates-Sponges, Cnidarians, Flatworms, and Roundworms
- Unit 7: Lesson 4 - Mollusks and Segmented Worms
- Unit 7: Lesson 5 - Arthropods
- Unit 7: Lesson 6 - Echinoderms and Invertebrate Chordates
- Unit 7: Lesson 7 - Fishes and Amphibians
- Unit 7: Lesson 8 - Reptiles and Birds
- Unit 7: Lesson 9 - Mammals
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 9: Activity (Biomes and Endangered Species)
- Unit 9: Activity (Part Three of the Endangered Animal)
- Unit 9: Activity (Part Two of the Endangered Animal)
- Unit 9: Diagram a Food Web
- Unit 9: Diagram an Ecosystem
- Unit 9: Lesson 1 - Ecosystems: Putting It All Together
- Unit 9: Lesson 2 - Water Ecosystems
- Unit 9: Lesson 3 - Biomes
- Unit 9: Lesson 4 - Living Together in Ecosystems
- Unit 9: Lesson 5 - Energy Flow in Ecosystems
- Unit 9: Lesson 6 - Cycles in Ecosystems
- Unit 9: Lesson 7 - Ecological Succession
- Unit 9: Lesson 8 - Biodiversity
- Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: Quiz 3

PROFICIENCY
LEVEL

Population dynamics

Biology

- Unit 4: Lesson 4 - Mechanics of Evolution
- Unit 4: Quiz 1
- Unit 9: Lesson 1 - Ecosystems: Putting It All Together
- Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
- Unit 9: Quiz 1
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 2:	Atmosphere

PROFICIENCY
LEVEL

Atmospheric properties and currents

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

Physics

Unit 1: LAB: Lab Instruments

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 3:	Lithosphere

PROFICIENCY
LEVEL

Geologic events and processes

IPC

Unit 8: Lesson 4 - Understanding Mechanical Waves
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 4:	Hydrosphere

PROFICIENCY
LEVEL

Oceanic currents and patterns (as they relate to climate)

No Correlations

PROFICIENCY
LEVEL

Surface and ground water flow patterns and movement

No Correlations

PROFICIENCY
LEVEL

Cryosphere

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH

BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere
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PROFICIENCY LEVEL

Energy transformation on global, regional and local scales

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer

Unit 7: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Unit 8: Lesson 2 - The Transfer of Thermal Energy

Unit 8: Quiz 1

Biology

Unit 2: Lesson 5 - Photosynthesis

Unit 2: Quiz 2

Unit 5: Lesson 7 - Plant-Like and Fungus-Like Protists

Unit 6: Lesson 3 - Plant Processes

Unit 6: Quiz 1

Unit 9: Diagram a Food Web

Unit 9: Lesson 5 - Energy Flow in Ecosystems

Unit 9: Quiz 2

PROFICIENCY LEVEL

Biogeochemical cycles

Biology

Unit 1: Lesson 10 - The Needs of Living Things

Unit 1: Quiz 3

Unit 5: Lesson 2 - Eubacteria

Unit 5: Quiz 1

Unit 9: Lesson 6 - Cycles in Ecosystems

Unit 9: Quiz 2

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

PROFICIENCY LEVEL

Ecosystems

Biology

Unit 1: Lesson 10 - The Needs of Living Things

Unit 1: Quiz 3

Unit 2: Lesson 5 - Photosynthesis

Unit 2: Quiz 2

Unit 5: Lesson 2 - Eubacteria

Unit 5: Lesson 7 - Plant-Like and Fungus-Like Protists

Unit 5: Quiz 1

Unit 6: Lesson 3 - Plant Processes

Unit 6: Quiz 1

Unit 9: Activity (Part Two of the Endangered Animal)

Unit 9: Diagram a Food Web

Unit 9: Lesson 5 - Energy Flow in Ecosystems

Unit 9: Lesson 6 - Cycles in Ecosystems

Unit 9: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

PROFICIENCY LEVEL	<p>Weather</p> <p>IPC</p> <p>Unit 8: Lesson 2 - The Transfer of Thermal Energy</p> <p>Unit 8: Lesson 3 - Thermodynamics of Heat</p> <p>Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Climate</p> <p>Biology</p> <p>Unit 9: Lesson 3 - Biomes</p> <p>Unit 9: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 1:	Energy resources

PROFICIENCY LEVEL	<p>Renewable and nonrenewable energy sources and efficiency</p> <p>Physics</p> <p>Unit 4: Lesson 2 - Mechanical Energy</p> <p>Unit 4: Quiz 1</p> <p>Unit 5: Lesson 6 - Current Electricity</p> <p>Unit 5: Lesson 8 - AC and DC Electric Power</p> <p>Unit 5: Quiz 2</p> <p>Unit 5: Quiz 3</p> <p>Unit 6: Lesson 4 - Generation of AC Electricity</p> <p>Unit 6: Lesson 5 - Controlling Current Electricity</p> <p>Unit 6: Lesson 6 - Efficient Electric Motors and Lightning</p> <p>Unit 6: Lesson 7 - Planet Friendly Electricity</p> <p>Unit 6: Quiz 2</p> <p>Unit 6: Quiz 3</p> <p>Unit 10: Lesson 4 - Fission</p> <p>Unit 10: Lesson 5 - Fusion</p> <p>Unit 10: Quiz 2</p> <p>IPC</p> <p>Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions</p> <p>Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions</p> <p>Unit 4: Quiz 3</p> <p>Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion</p> <p>Unit 5: Quiz 3</p> <p>Unit 7: Lab 2: The Ultimate Wind-Power Machine</p> <p>Unit 7: Lesson 8 - Energy Resources and Fossil Fuels</p> <p>Unit 7: Quiz 3</p> <p>Unit 10: Lesson 8 - Shaping Our World With Electromagnetism</p> <p>Unit 10: Quiz 3</p> <p>Chemistry</p> <p>Unit 8: Lesson 3 - Electrochemical Cells</p> <p>Unit 8: Lesson 4 - Electrode Potential</p> <p>Unit 8: Quiz 2</p> <p>Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation</p> <p>Unit 10: Lesson 5 - Fission and Fusion Reactions</p> <p>Unit 10: Quiz 2</p>
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PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 2:	Air and air pollution

PROFICIENCY LEVEL	<p>Primary and secondary contaminants</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p> <p><u>Biology</u> Unit 9: Lesson 6 - Cycles in Ecosystems Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Quiz 3</p>
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PROFICIENCY LEVEL	<p>Greenhouse gases</p> <p><u>Biology</u> Unit 9: Lesson 6 - Cycles in Ecosystems Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p>
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PROFICIENCY LEVEL	<p>Clean Air Act</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 3:	Water and water pollution

PROFICIENCY LEVEL	<p>Potable water and water quality</p> <p><u>Biology</u> Unit 9: Lesson 2 - Water Ecosystems Unit 9: Quiz 1</p> <p><u>Physics</u> Unit 10: Lesson 3 - Applications of Radioactivity</p>
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PROFICIENCY LEVEL	<p>Hypoxia, eutrophication</p> <p><u>Biology</u> Unit 9: Lesson 2 - Water Ecosystems Unit 9: Quiz 1</p>
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PROFICIENCY LEVEL	Clean Water Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Point source and non-point source contamination Biology Unit 9: Lesson 2 - Water Ecosystems Unit 9: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 4:	Soil and land

PROFICIENCY LEVEL	Desertification No Correlations
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PROFICIENCY LEVEL	Mass movement and erosion No Correlations
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PROFICIENCY LEVEL	Sediment contamination No Correlations
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PROFICIENCY LEVEL	Land use and land management (including food production, agriculture and zoning) Biology Unit 9: Activity (Paragraph on the Controversy of Saving Habitats) Unit 9: Lesson 8 - Biodiversity Unit 9: Quiz 3
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PROFICIENCY LEVEL	Solid and hazardous waste Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness
PROFICIENCY LEVEL		Wildlife and wilderness management

INDICATOR

Endangered species

Biology

Unit 9: Activity (Biomes and Endangered Species)
 Unit 9: Activity (Part Three of the Endangered Animal)
 Unit 9: Activity (Part Two of the Endangered Animal)
 Unit 9: Lesson 8 - Biodiversity
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness

PROFICIENCY LEVEL

Invasive Species

Biology

Unit 9: Lesson 8 - Biodiversity
 Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
 Unit 9: Quiz 3

PROFICIENCY LEVEL

Introduced Species

Biology

Unit 9: Lesson 8 - Biodiversity
 Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK	ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES

BENCHMARK / ENV.GP. Human Population
GRADE LEVEL 1:
INDICATOR

Biology

Unit 9: Activity (Biomes and Endangered Species)
Unit 9: Activity (Paragraph on the Controversy of Saving Habitats)
Unit 9: Activity (Part Three of the Endangered Animal)
Unit 9: Activity (Part Two of the Endangered Animal)
Unit 9: Lesson 2 - Water Ecosystems
Unit 9: Lesson 3 - Biomes
Unit 9: Lesson 6 - Cycles in Ecosystems
Unit 9: Lesson 7 - Ecological Succession
Unit 9: Lesson 8 - Biodiversity
Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

Chemistry

Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 2

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 3

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3

BENCHMARK / ENV.GP. Potable water quality, use and availability
GRADE LEVEL 2:
INDICATOR

Biology

Unit 9: Lesson 2 - Water Ecosystems
Unit 9: Quiz 1

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

Physics

Unit 10: Lesson 3 - Applications of Radioactivity

BENCHMARK / ENV.GP. Climate change
GRADE LEVEL 3:
INDICATOR

Biology

Unit 9: Lesson 6 - Cycles in Ecosystems
Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
Unit 9: Quiz 2
Unit 9: Quiz 3

BENCHMARK / ENV.GP. Sustainability
GRADE LEVEL 4:
INDICATOR

IPC
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Biology
Unit 9: Activity (Paragraph on the Controversy of Saving Habitats)
Unit 9: Activity (Part Three of the Endangered Animal)
Unit 9: Lesson 8 - Biodiversity
Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
Unit 9: Quiz 3

Chemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

Physics
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

BENCHMARK / ENV.GP. Species depletion and extinction
GRADE LEVEL 5:
INDICATOR

Biology
Unit 9: Activity (Biomes and Endangered Species)
Unit 9: Activity (Part Three of the Endangered Animal)
Unit 9: Activity (Part Two of the Endangered Animal)
Unit 9: Lesson 8 - Biodiversity
Unit 9: Quiz 3

BENCHMARK / ENV.GP. Air quality
GRADE LEVEL 6:
INDICATOR

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3

Biology
Unit 9: Lesson 6 - Cycles in Ecosystems
Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
Unit 9: Quiz 2
Unit 9: Quiz 3

Physics
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 7:	Food production and availability No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 8:	Deforestation and loss of biodiversity Biology Unit 9: Activity (Biomes and Endangered Species) Unit 9: Activity (Part Three of the Endangered Animal) Unit 9: Activity (Part Two of the Endangered Animal) Unit 9: Lesson 8 - Biodiversity Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 9:	Waste management (solid and hazardous) Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.M:	MINERALS

BENCHMARK / GRADE LEVEL INDICATOR	PG.M.1:	Atoms and elements Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.2:	Chemical bonding (ionic, covalent, metallic) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.3:	Crystallinity (crystal structure) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.5: Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability)
	<p><u>Chemistry</u></p> <p>Unit 5: Lesson 1 - Crystalline and Amorphous Solids</p> <p>Unit 5: Quiz 1</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 1:	Igneous

PROFICIENCY LEVEL	Mafic and felsic rocks and minerals
	No Correlations

PROFICIENCY LEVEL	Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)
	No Correlations

PROFICIENCY LEVEL	Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)
	No Correlations

PROFICIENCY LEVEL	Magnetic reversals and Earth's magnetic field
	<p><u>Physics</u></p> <p>Unit 5: Lesson 10 - Magnetism</p> <p>Unit 5: Quiz 3</p> <p><u>IPC</u></p> <p>Unit 10: Lesson 4 - Magnetism</p> <p>Unit 10: Quiz 2</p>

PROFICIENCY LEVEL	Thermal energy within the Earth
	No Correlations

PROFICIENCY LEVEL	Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)
	No Correlations

PROFICIENCY LEVEL	Bowen's Reaction Series (continuous and discontinuous branches)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS

BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 2:	Metamorphic
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PROFICIENCY LEVEL Pressure, stress, temperature and compressional forces
No Correlations

PROFICIENCY LEVEL Foliated (regional), non-foliated (contact)
No Correlations

PROFICIENCY LEVEL Parent rock and degrees of metamorphism
No Correlations

PROFICIENCY LEVEL Metamorphic zones (where metamorphic rocks are found)
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG. IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
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BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 3:	Sedimentary
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PROFICIENCY LEVEL Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)
No Correlations

PROFICIENCY LEVEL Depositional environments
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG. IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
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BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 4:	Ocean
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PROFICIENCY LEVEL Tides (daily, neap and spring)
No Correlations

PROFICIENCY LEVEL Currents (deep and shallow, rip and longshore)
IPC
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Quiz 1

PROFICIENCY LEVEL	Thermal energy and water density IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1
PROFICIENCY LEVEL	Waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
PROFICIENCY LEVEL	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs) No Correlations
PROFICIENCY LEVEL	Passive and active continental margins No Correlations
PROFICIENCY LEVEL	Transgressing and regressing sea levels No Correlations
PROFICIENCY LEVEL	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas) No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Relative and absolute age Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1 Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Principles to determine relative age
INDICATOR	Original horizontality Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1
INDICATOR	Superposition Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1
INDICATOR	Cross-cutting relationships Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		Absolute age

INDICATOR	Radiometric dating (isotopes, radioactive decay) Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1 Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1
INDICATOR	Correct uses of radiometric dating Biology Unit 4: Lesson 2 - Evidence for Evolution Unit 4: Quiz 1 Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY

BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
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PROFICIENCY LEVEL Combining relative and absolute age data

Biology
Unit 4: Lesson 2 - Evidence for Evolution
Unit 4: Quiz 1

Physics
Unit 10: Lesson 3 - Applications of Radioactivity
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		The geologic time scale

INDICATOR Comprehending geologic time

Biology
Unit 4: Lesson 2 - Evidence for Evolution
Unit 4: Lesson 5 - Origin of Life
Unit 4: Quiz 1
Unit 4: Quiz 2

INDICATOR Climate changes evident through the rock record

No Correlations

INDICATOR Fossil record

Biology
Unit 4: Lesson 1 - Origins and Adaptations
Unit 4: Lesson 2 - Evidence for Evolution
Unit 4: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.1 :	Internal Earth
PROFICIENCY LEVEL		Seismic waves

INDICATOR	S and P waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2
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INDICATOR	Velocities, reflection, refraction of waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT :	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.2 :	Structure of Earth (Note: specific layers were part of grade 8)

PROFICIENCY LEVEL	Asthenosphere Physics Unit 1: LAB: Lab Instruments IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 1 - Investigating Solutions Unit 5: Quiz 1
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PROFICIENCY LEVEL	Lithosphere No Correlations
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PROFICIENCY LEVEL	Mohorovicic boundary (Moho) No Correlations
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PROFICIENCY LEVEL	Composition of each of the layers of Earth No Correlations
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PROFICIENCY LEVEL	Gravity, magnetism and isostasy IPC Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2
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PROFICIENCY LEVEL	Thermal energy (geothermal gradient and heat flow) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.3 :	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)

PROFICIENCY LEVEL Paleomagnetism and magnetic anomalies

Physics

Unit 5: Lesson 10 - Magnetism

Unit 5: Quiz 3

IPC

Unit 10: Lesson 4 - Magnetism

Unit 10: Quiz 2

PROFICIENCY LEVEL Paleoclimatology

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.4 :	Plate motion (Note: introduced in grade 8)

PROFICIENCY LEVEL Causes and evidence of plate motion

No Correlations

PROFICIENCY LEVEL Measuring plate motion

No Correlations

PROFICIENCY LEVEL Characteristics of oceanic and continental plates

No Correlations

PROFICIENCY LEVEL Relationship of plate movement and geologic events

No Correlations

PROFICIENCY LEVEL Mantle plumes

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.1 :	Energy resources

PROFICIENCY LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Quiz 1
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Lesson 7 - Planet Friendly Electricity
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 10: Lesson 4 - Fission
- Unit 10: Lesson 5 - Fusion
- Unit 10: Quiz 2

IPC

- Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
- Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
- Unit 4: Quiz 3
- Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
- Unit 5: Quiz 3
- Unit 7: Lab 2: The Ultimate Wind-Power Machine
- Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
- Unit 7: Quiz 3
- Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
- Unit 10: Quiz 3

Chemistry

- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Quiz 2
- Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
- Unit 10: Lesson 5 - Fission and Fusion Reactions
- Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Quiz 1
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Lesson 7 - Planet Friendly Electricity
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 10: Lesson 4 - Fission
- Unit 10: Lesson 5 - Fusion
- Unit 10: Quiz 2

IPC

- Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
- Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
- Unit 4: Quiz 3
- Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
- Unit 5: Quiz 3
- Unit 7: Lab 2: The Ultimate Wind-Power Machine
- Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
- Unit 7: Quiz 3
- Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
- Unit 10: Quiz 3

Chemistry

- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Quiz 2
- Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
- Unit 10: Lesson 5 - Fission and Fusion Reactions
- Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.2 :	Air

PROFICIENCY LEVEL	<p>Primary and secondary contaminants</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p> <p><u>Biology</u> Unit 9: Lesson 6 - Cycles in Ecosystems Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Quiz 3</p>
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PROFICIENCY LEVEL	<p>Greenhouse gases</p> <p><u>Biology</u> Unit 9: Lesson 6 - Cycles in Ecosystems Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.3 :	Water

PROFICIENCY LEVEL	<p>Potable water and water quality</p> <p><u>Biology</u> Unit 9: Lesson 2 - Water Ecosystems Unit 9: Quiz 1</p> <p><u>Physics</u> Unit 10: Lesson 3 - Applications of Radioactivity</p>
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PROFICIENCY LEVEL	<p>Hypoxia, eutrophication</p> <p><u>Biology</u> Unit 9: Lesson 2 - Water Ecosystems Unit 9: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES

BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.4 :	Soil and sediment
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PROFICIENCY LEVEL	Desertification	No Correlations
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PROFICIENCY LEVEL	Mass wasting and erosion	No Correlations
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PROFICIENCY LEVEL	Sediment and contamination	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
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BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation
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PROFICIENCY LEVEL	Evidence of past glaciers (including features formed through erosion or deposition)	No Correlations
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PROFICIENCY LEVEL	Glacial deposition and erosion (including features formed through erosion or deposition)	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
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BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation
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PROFICIENCY LEVEL		Data from ice cores
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INDICATOR	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)	No Correlations
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INDICATOR	Evidence of climate changes throughout Earth's history	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL Glacial distribution and causes of glaciation

No Correlations

PROFICIENCY LEVEL Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)

No Correlations

PROFICIENCY LEVEL Glacial structure, formation and movement

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
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STANDARD / BENCHMARK	P.M:	MOTION
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BENCHMARK / GRADE LEVEL INDICATOR	P.M.1:	Motion Graphs
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PROFICIENCY LEVEL Position vs. time

Physics

Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL Velocity vs. time

Physics

Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY
LEVEL

Acceleration vs. time

Physics

Unit 2: Lesson 6 - Acceleration

Unit 2: Quiz 2

IPC

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 3 - Graphs on Motion

Unit 6: Quiz 1

Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.M:	MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.M.2:	Problem Solving

PROFICIENCY
LEVEL

Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Quiz 2

Unit 3: Lesson 1 - Acceleration Due to Gravity

IPC

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 3 - Graphs on Motion

Unit 6: Quiz 1

Unit 6: Quiz 3

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

PROFICIENCY LEVEL Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)

Physics

Unit 1: Lesson 6 - Derived SI Units
 Unit 1: Quiz 2
 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
 Unit 2: Lesson 4 - Speed
 Unit 2: Lesson 6 - Acceleration
 Unit 2: Lesson 8 - Newton's Second Law of Motion
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: LAB: Kinetic and Potential Energy
 Unit 3: Lesson 1 - Acceleration Due to Gravity
 Unit 3: Lesson 4 - Nonlinear Motion
 Unit 3: Quiz 2
 Unit 8: LAB: Calculating the Speed of Sound in Air
 Unit 8: LAB: The Doppler Effect

IPC

Unit 6: Activity: A State-of-the-Art Collision Preventer
 Unit 6: Activity: The Forces of Nature - Gravity
 Unit 6: Lab: Newton and His Three Laws
 Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
 Unit 6: Lesson 2 - Acceleration
 Unit 6: Lesson 3 - Graphs on Motion
 Unit 6: Lesson 6 - The Forces of Nature—Gravity
 Unit 6: Lesson 7 - Newton's Second Law of Motion
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 6: Video Lab: Testing for Acceleration
 Unit 6: Video Lab: Testing the Acceleration Formula
 Unit 6: Video Lab: Verifying Acceleration Due to Gravity
 Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
 Unit 7: Lesson 7 - Energy Transformations
 Unit 7: Quiz 2
 Unit 7: Quiz 3

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
 Unit 1: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.M:	MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.M.3:	Projectile Motion

PROFICIENCY LEVEL Independence of horizontal and vertical motion

Physics

Unit 3: Lesson 1 - Acceleration Due to Gravity
 Unit 3: Lesson 4 - Nonlinear Motion
 Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity
 Unit 6: Lesson 6 - The Forces of Nature—Gravity
 Unit 6: Quiz 2

PROFICIENCY LEVEL Problem-solving involving horizontally launched projectiles

Physics

Unit 3: Lesson 1 - Acceleration Due to Gravity
 Unit 3: Lesson 4 - Nonlinear Motion
 Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity
 Unit 6: Lesson 6 - The Forces of Nature—Gravity
 Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR P.F.1: Newton's laws applied to complex problems

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
 Unit 2: Quiz 2

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
 Unit 2: Lesson 1 - Matter and Energy
 Unit 2: Lesson 7 - Newton's First Law of Motion
 Unit 2: Lesson 8 - Newton's Second Law of Motion
 Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
 Unit 2: Quiz 1
 Unit 2: Quiz 3
 Unit 3: Lesson 4 - Nonlinear Motion
 Unit 3: Quiz 2
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Quiz 2
 Unit 10: Lesson 1 - The Nucleus
 Unit 10: Lesson 2 - Radioactivity
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Lesson 6 - Subatomic Particles
 Unit 10: Lesson 7 - Special Relativity
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

IPC

Unit 1: Lesson 3 - History and Future of Physics
 Unit 1: Quiz 1
 Unit 6: Lab: Newton and His Three Laws
 Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
 Unit 6: Lesson 7 - Newton's Second Law of Motion
 Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 6: Video Lab: Demonstrating Newton's First Law of Motion
 Unit 7: Lab 1: Roller Coaster Model
 Unit 7: Lesson 7 - Energy Transformations
 Unit 7: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.2:

Gravitational force and fields

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 3
Unit 3: LAB: Acceleration of Gravity
Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 7 - Comparing Natural Forces
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 8: LAB: The Pendulum
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

Chemistry

Unit 1: Lesson 5 - The Scientific Method
Unit 1: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.3:

Elastic forces

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Quiz 2
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	P.F.4:	<p>Friction force (static and kinetic)</p> <p>Physics</p> <p>Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 4: Lesson 6 - Efficiency and Equilibrium Unit 4: Quiz 2 Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 3</p> <p>IPC</p> <p>Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2 Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items</p>
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BENCHMARK / GRADE LEVEL INDICATOR	P.F.5:	<p>Air resistance and drag</p> <p>Physics</p> <p>Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F.:	MOMENTUM AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.F.6:	Forces in two dimensions

PROFICIENCY
LEVEL

Adding vector forces

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL	Motion down inclines
	<p>Physics</p> <p>Unit 2: Lesson 2 - Motion and Force Unit 2: Lesson 3 - Displacement Unit 2: Lesson 5 - Velocity Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 4 - Coulomb's Law Unit 5: Lesson 5 - More About Charges Unit 5: Quiz 2</p> <p>IPC</p> <p>Unit 6: Activity: The Forces of Nature - Gravity Unit 6: Activity: Types of Forces and Force Diagrams Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - Work and Power Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	Centripetal forces and circular motion
	<p>Physics</p> <p>Unit 3: Lesson 5 - Circular Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 2 Unit 4: Lesson 3 - Torque as Force for Work Unit 4: Lesson 7 - Comparing Natural Forces Unit 4: Quiz 1 Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.F.7:	Momentum, impulse and conservation of momentum Physics Unit 3: Lesson 2 - Momentum Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 1 Unit 3: Quiz 2 IPC Unit 6: Activity: A State-of-the-Art Collision Preventer Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.E:	ENERGY

BENCHMARK / GRADE LEVEL INDICATOR	P.E.1:	Gravitational potential energy Physics Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	P.E.2:	Energy in springs Physics Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Quiz 2 Unit 7: Lesson 4 - What Is Energy? Unit 7: Quiz 2
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BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.3:

Work and power

Physics

Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 3
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 3

IPC

Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1

BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.4:

Conservation of energy

Chemistry

Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 3

IPC

Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	P.E.5:	<p>Nuclear energy</p> <p><u>Chemistry</u></p> <p>Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u></p> <p>Unit 10: LAB: Radiation Penetration Unit 10: LAB: Radioactive Decay Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p> <p><u>IPC</u></p> <p>Unit 5: Activity: Life Cycle of a Star Unit 5: Activity: Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3 Unit 5: Video Lab: Setting off a Chain Reaction Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.1:	Wave properties

PROFICIENCY LEVEL	<p>Conservation of energy</p> <p><u>Chemistry</u></p> <p>Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p><u>Physics</u></p> <p>Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: LAB: Conversion of Energy Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 3</p> <p><u>IPC</u></p> <p>Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 3 Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1</p>
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PROFICIENCY
LEVEL

Reflection

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Refraction

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Refraction Due to Changes in Medium
Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Interference

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.2:	Light phenomena

PROFICIENCY
LEVEL

Ray diagrams (propagation of light)

Physics

Unit 8: LAB: Optics

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Lesson 7 - Lenses and Optical Instruments

Unit 9: Quiz 2

Unit 9: Quiz 3

PROFICIENCY
LEVEL

Law of reflection (equal angles)

Physics

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Snell's law

Physics

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction patterns

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Quiz 1
Unit 8: Quiz 3
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Quiz 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 2
Unit 9: Quiz 3

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Wave—particle duality of light

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 8: LAB: Optics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 3

IPC

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Visible spectrum of color

Physics

Unit 8: Lesson 11 - Color

Unit 8: Lesson 8 - Visible Light

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Quiz 2

Unit 9: Video Lab: Splitting White Light With a Prism

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.1: Charging objects (friction, contact and induction)

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Quiz 1
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Video Lab: Making an Electromagnet

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.2: Coulomb's law

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 2

IPC

Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR P.EM.3: Electric fields and electric potential energy

Physics

- Unit 5: LAB: Ohm's and Kirchhoff's Laws
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 7 - Resistance and Ohm's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Lesson 9 - Electric Circuits
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 3 - Electric Energy and Circuitry
- Unit 10: Lesson 7 - The Evolution of Electronic Devices
- Unit 10: Quiz 1
- Unit 10: Quiz 3
- Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

- Unit 8: Chemistry Lab: Electrochemistry
- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Lesson 5 - Electrolytic Cells
- Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM
BENCHMARK / GRADE LEVEL INDICATOR	P.EM.4:	DC circuits

PROFICIENCY
LEVEL

Ohm's law

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Quiz 2

IPC

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Series circuits

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3

IPC

Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1
Unit 10: Video Lab: Experimenting With Electric Circuits
Unit 10: Video Lab: Making an Electromagnet

PROFICIENCY
LEVEL

Parallel circuits

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1
Unit 10: Video Lab: Experimenting With Electric Circuits

PROFICIENCY
LEVEL

Mixed circuits

No Correlations

PROFICIENCY
LEVEL

Applying conservation of charge and energy (junction and loop rules)

Physics

Unit 5: LAB: Ohm's and Kirchhoffs Laws
 Unit 5: Lesson 1 - Electrostatics
 Unit 5: Lesson 4 - Coulomb's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 1 - Electromagnetism
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
 Unit 10: Quiz 1
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.5: Magnetic fields

Physics

Unit 5: Lesson 10 - Magnetism
 Unit 5: Quiz 3
 Unit 6: LAB: Electric and Magnetic Fields
 Unit 6: Lesson 1 - Electromagnetism
 Unit 6: Lesson 3 - Transformers
 Unit 6: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
 Unit 6: Quiz 2
 Unit 9: Lesson 1 - Understanding Electromagnetic Waves
 Unit 9: Quiz 1
 Unit 10: Activity: A Magnetic Visual
 Unit 10: Activity: Magnetism
 Unit 10: Lab: Strength in Numbers
 Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.6: Electromagnetic interactions

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 2
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits
Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.LO:	LEVELS OF ORGANIZATION

BENCHMARK /
GRADE LEVEL
INDICATOR

AP.LO.1: Hierarchy of Organization

Biology

Unit 2: Lesson 2 - The Basic Plant and Animal Cell

Unit 2: Lesson 3 - How Organisms Are Organized

Unit 2: Lesson 7 - Cell Growth

Unit 2: Lesson 9 - Homeostasis in Cells

Unit 2: Quiz 1

Unit 2: Quiz 3

Unit 8: Activity (Essay - Humans)

Unit 8: Activity (Essay - Organ Donors)

Unit 8: Activity (Paragraph on Senses)

Unit 8: Activity (Reaction Times)

Unit 8: Activity (Toe Prints)

Unit 8: Lesson 1 - The Amazing Human Body

Unit 8: Lesson 2 - The Skin and Hair

Unit 8: Lesson 3 - Bones and Muscles

Unit 8: Lesson 4 - The Digestive and Endocrine Systems

Unit 8: Lesson 5 - The Urinary and Respiratory Systems

Unit 8: Lesson 6 - The Circulatory System

Unit 8: Lesson 7 - The Nervous System

Unit 8: Lesson 8 - The Senses

Unit 8: Lesson 9 - The Reproductive System

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 10: Lesson 5 - The Human Immune System

Unit 10: Lesson 6 - The Adaptive Immune System

Unit 10: Quiz 2

IPC

Unit 8: Lesson 7 - The Nature of Sound and Waves

Unit 8: Quiz 3

Unit 9: Activity: An Eye-Opening Comparison

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Quiz 2

Unit 9: Quiz 3

Physics

Unit 8: LAB: Optics

Unit 8: Lesson 8 - Visible Light

Unit 8: Quiz 3

Chemistry

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

BENCHMARK /
GRADE LEVEL
INDICATOR

AP.LO.2: Types of Tissues

Biology

Unit 2: Lesson 3 - How Organisms Are Organized
Unit 2: Quiz 1
Unit 8: Lesson 2 - The Skin and Hair
Unit 8: Lesson 3 - Bones and Muscles
Unit 8: Lesson 4 - The Digestive and Endocrine Systems
Unit 8: Lesson 5 - The Urinary and Respiratory Systems
Unit 8: Lesson 6 - The Circulatory System
Unit 8: Lesson 7 - The Nervous System
Unit 8: Lesson 8 - The Senses
Unit 8: Lesson 9 - The Reproductive System
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 10: Lesson 5 - The Human Immune System
Unit 10: Lesson 6 - The Adaptive Immune System
Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

AP.LO.3: Homeostasis

Biology

Unit 1: Lesson 9 - It's Alive! Characteristics of Living Things
Unit 1: Quiz 3
Unit 2: Lesson 9 - Homeostasis in Cells
Unit 2: Quiz 3
Unit 5: Lesson 5 - Viruses and Disease
Unit 5: Quiz 2
Unit 8: Lesson 2 - The Skin and Hair
Unit 8: Lesson 3 - Bones and Muscles
Unit 8: Lesson 4 - The Digestive and Endocrine Systems
Unit 8: Lesson 5 - The Urinary and Respiratory Systems
Unit 8: Lesson 6 - The Circulatory System
Unit 8: Lesson 7 - The Nervous System
Unit 8: Lesson 8 - The Senses
Unit 8: Lesson 9 - The Reproductive System
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 10: Activity (Essay - Drug Abuse)
Unit 10: Lesson 1 - Nutrition in Humans
Unit 10: Lesson 5 - The Human Immune System
Unit 10: Lesson 6 - The Adaptive Immune System
Unit 10: Lesson 8 - Cancer
Unit 10: Lesson 9 - Drug Use
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Chemistry

Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.4: Anatomical Terminology
	<p><u>Biology</u></p> <p>Unit 8: Activity (Essay - Humans)</p> <p>Unit 8: Activity (Paragraph on Senses)</p> <p>Unit 8: Activity (Reaction Times)</p> <p>Unit 8: Activity (Toe Prints)</p> <p>Unit 8: Lesson 1 - The Amazing Human Body</p> <p>Unit 8: Lesson 2 - The Skin and Hair</p> <p>Unit 8: Lesson 3 - Bones and Muscles</p> <p>Unit 8: Lesson 4 - The Digestive and Endocrine Systems</p> <p>Unit 8: Lesson 5 - The Urinary and Respiratory Systems</p> <p>Unit 8: Lesson 6 - The Circulatory System</p> <p>Unit 8: Lesson 7 - The Nervous System</p> <p>Unit 8: Lesson 8 - The Senses</p> <p>Unit 8: Lesson 9 - The Reproductive System</p> <p>Unit 8: Quiz 1</p> <p>Unit 8: Quiz 2</p> <p>Unit 8: Quiz 3</p> <p>Unit 10: Lesson 5 - The Human Immune System</p> <p>Unit 10: Lesson 6 - The Adaptive Immune System</p> <p>Unit 10: Quiz 2</p> <p><u>Chemistry</u></p> <p>Unit 6: Lesson 1 - The Solution Process</p> <p>Unit 6: Quiz 1</p> <p>Unit 10: Lesson 1 - Carbohydrates</p> <p>Unit 10: Lesson 2 - Lipids</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p> <p><u>IPC</u></p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves</p> <p>Unit 8: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.SM:	SUPPORT AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.1: Integumentary System
	<p><u>Biology</u></p> <p>Unit 8: Activity (Paragraph on Senses)</p> <p>Unit 8: Activity (Toe Prints)</p> <p>Unit 8: Lesson 2 - The Skin and Hair</p> <p>Unit 8: Lesson 8 - The Senses</p> <p>Unit 8: Quiz 1</p> <p>Unit 8: Quiz 3</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.2: Skeletal System
	<p><u>Biology</u></p> <p>Unit 8: Activity (Reaction Times)</p> <p>Unit 8: Lesson 3 - Bones and Muscles</p> <p>Unit 8: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.3: Muscular System	
	Biology Unit 8: Lesson 3 - Bones and Muscles Unit 8: Lesson 6 - The Circulatory System Unit 8: Quiz 1 Unit 8: Quiz 2	
DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.1: Nervous System	
	Biology Unit 2: Lesson 2 - The Basic Plant and Animal Cell Unit 2: Quiz 1 Unit 8: Activity (Paragraph on Senses) Unit 8: Activity (Reaction Times) Unit 8: Lesson 7 - The Nervous System Unit 8: Lesson 8 - The Senses Unit 8: Quiz 3	
	IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3	

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION
BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.2:	Special Senses

PROFICIENCY LEVEL	Sense of Sight	
	Biology Unit 8: Activity (Paragraph on Senses) Unit 8: Lesson 8 - The Senses Unit 8: Quiz 3	
	Physics Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3	
	IPC Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3	

PROFICIENCY LEVEL	<p>Senses of Hearing and Balance</p> <p>Biology Unit 8: Activity (Paragraph on Senses) Unit 8: Lesson 8 - The Senses Unit 8: Quiz 3</p> <p>Physics Unit 8: Lesson 5 - Sound Unit 8: Quiz 2</p> <p>IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Lesson 8 - Sound Properties Unit 8: Quiz 3</p>
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PROFICIENCY LEVEL	<p>Senses of Taste and Smell</p> <p>Biology Unit 8: Activity (Paragraph on Senses) Unit 8: Lesson 8 - The Senses Unit 8: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.3:	<p>Endocrine System</p> <p>Biology Unit 8: Lesson 4 - The Digestive and Endocrine Systems Unit 8: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.T:	TRANSPORT

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.1:	<p>Blood</p> <p>Biology Unit 2: Lesson 2 - The Basic Plant and Animal Cell Unit 2: Quiz 1 Unit 8: Lesson 6 - The Circulatory System Unit 8: Quiz 2 Unit 10: Activity (How Do Diseases Spread?) Unit 10: Lesson 5 - The Human Immune System Unit 10: Lesson 6 - The Adaptive Immune System Unit 10: Quiz 2</p> <p>Chemistry Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1</p>
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BENCHMARK / GRADE LEVEL INDICATOR	AP.T.2:	Cardiovascular System <u>Biology</u> Unit 2: Lesson 2 - The Basic Plant and Animal Cell Unit 2: Quiz 1 Unit 8: Lesson 3 - Bones and Muscles Unit 8: Lesson 6 - The Circulatory System Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 10: Activity (How Do Diseases Spread?) Unit 10: Lesson 5 - The Human Immune System Unit 10: Lesson 6 - The Adaptive Immune System Unit 10: Quiz 2 <u>Chemistry</u> Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.T.3:	Lymphatic and Immune Systems <u>Biology</u> Unit 5: Lesson 5 - Viruses and Disease Unit 5: Quiz 2 Unit 10: Activity (How Do Diseases Spread?) Unit 10: Lesson 5 - The Human Immune System Unit 10: Lesson 6 - The Adaptive Immune System Unit 10: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.AE:	ABSORPTION AND EXCRETION

BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.1:	Digestive System <u>Biology</u> Unit 8: Lesson 4 - The Digestive and Endocrine Systems Unit 8: Quiz 2 <u>Chemistry</u> Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.2:	Respiratory System <u>Biology</u> Unit 8: Lesson 5 - The Urinary and Respiratory Systems Unit 8: Quiz 2
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.3:	Urinary System <u>Biology</u> Unit 8: Activity (Essay - Organ Donors) Unit 8: Lesson 5 - The Urinary and Respiratory Systems Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.R:	REPRODUCTION

BENCHMARK /
GRADE LEVEL
INDICATOR

AP.R.1: Reproductive System

Biology
Unit 8: Lesson 9 - The Reproductive System
Unit 8: Quiz 3

IPC
Unit 8: Lesson 4 - Understanding Mechanical Waves
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.1:	Classification of matter

PROFICIENCY
LEVEL

Heterogeneous vs. homogeneous

Chemistry
Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1

IPC
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

PROFICIENCY
LEVEL

Properties of matter

Chemistry
Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1
Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Gay-Lussac's Law
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Lesson 4 - The Primary Gas Laws
Unit 5: Lesson 5 - Other Gas Laws
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Ranking the Densities
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes

Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Physics

Unit 2: Lesson 1 - Matter and Energy
Unit 2: Quiz 1
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law

Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: LAB: Optics
Unit 8: Lesson 8 - Visible Light
Unit 8: Quiz 3
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

PROFICIENCY
LEVEL

States of matter and its changes

Physics

Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 2

IPC

Unit 2: Activity: Ranking the Densities
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Gay-Lussac's Law
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Lesson 4 - The Primary Gas Laws
Unit 5: Lesson 5 - Other Gas Laws
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.2:	Atoms

PROFICIENCY
LEVEL

Models of the atom (components)

Chemistry

Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 4 - Early Theories of Atomic Structure
 Unit 2: Lesson 5 - Modern Theories of Atomic Structure
 Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Chemistry Lab: VSEPR Theory
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 8: Chemistry Lab: Net Ionic Equations
 Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
 Unit 8: Lesson 1 - Oxidation-Reduction Reactions
 Unit 8: Lesson 2 - Balancing Redox Reactions
 Unit 8: Quiz 1
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Lesson 3 - Unsaturated Hydrocarbons
 Unit 9: Quiz 1
 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
 Unit 4: Quiz 3
 Unit 5: Lesson 1 - Electrostatics
 Unit 5: Lesson 10 - Magnetism
 Unit 5: Lesson 3 - Determining the Polarity of Charge
 Unit 5: Lesson 5 - More About Charges
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 9: Lesson 1 - Light Emission
 Unit 9: Lesson 2 - Emission Spectra
 Unit 9: Lesson 3 - Waves or Particles?
 Unit 9: Lesson 4 - Particles as Waves
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Lesson 6 - Quantum Mechanics of the Atom
 Unit 9: Lesson 7 - The Quantum Numbers
 Unit 9: Lesson 8 - History of Quantum Physics
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3
 Unit 10: LAB: Radiation Penetration
 Unit 10: LAB: Radioactive Decay
 Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 1

Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Quiz 1

Unit 2: Lesson 1 - Matter: The Stuff Around You

Unit 2: Quiz 1

Unit 3: Activity: An Elemental Investigation

Unit 3: Lesson 1 - The Atom's Historical Background

Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes

Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids

Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 1 - Ionic Bonding

Unit 4: Lesson 2 - Covalent Bonds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Activity: Nuclear Chemistry: Fission and Fusion

Unit 5: Activity: Nuclear Chemistry: Radioactivity

Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 5: Video Lab: Setting off a Chain Reaction

PROFICIENCY
LEVEL

Ions (cations and anions)

Chemistry

Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2

PROFICIENCY
LEVEL

Isotopes

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1

Physics

Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.3:	Periodic trends of the elements

PROFICIENCY
LEVEL

Periodic law

Chemistry

Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2

IPC

Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3

PROFICIENCY
LEVEL

Representative groups

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2

Physics

Unit 1: Lesson 1 - Physics - The Foundational Science
Unit 1: Quiz 1
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 6 - Methods of Heat Transfer

Unit 7: Quiz 1

Unit 7: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Quiz 1

Unit 3: Activity: An Elemental Investigation

Unit 3: Lab: The Big Metal Mystery

Unit 3: Lesson 4 - Development of the Periodic Table

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes

Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids

Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases

Unit 3: Lesson 8 - Periodic Trending

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lesson 1 - Ionic Bonding

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 10: Activity: Magnetism

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Lesson 3 - Electric Energy and Circuitry

Unit 10: Lesson 4 - Magnetism

Unit 10: Lesson 5 - Electromagnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Lesson 7 - The Evolution of Electronic Devices

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.4:	Bonding and compounds

PROFICIENCY
LEVEL

Bonding (ionic and covalent)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 2
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.5:	Reactions of matter

PROFICIENCY
LEVEL

Chemical reactions

Biology

Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter
Unit 1: Quiz 3

Chemistry

Unit 2: Chemistry Lab: Chemical Changes
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Quiz 1
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 2
Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

Unit 5: Video Lab: Observing an Acid-Base Neutralization
 Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
 Unit 7: Lesson 7 - Energy Transformations
 Unit 7: Quiz 3

PROFICIENCY
LEVEL

Nuclear reactions

Chemistry

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

Physics

Unit 6: Lesson 7 - Planet Friendly Electricity
 Unit 6: Quiz 3
 Unit 10: LAB: Radiation Penetration
 Unit 10: LAB: Radioactive Decay
 Unit 10: Lesson 1 - The Nucleus
 Unit 10: Lesson 2 - Radioactivity
 Unit 10: Lesson 3 - Applications of Radioactivity
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Lesson 6 - Subatomic Particles
 Unit 10: Quiz 1
 Unit 10: Quiz 2

IPC

Unit 5: Activity: Life Cycle of a Star
 Unit 5: Activity: Nuclear Chemistry: Fission and Fusion
 Unit 5: Activity: Nuclear Chemistry: Radioactivity
 Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
 Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star
 Unit 5: Quiz 3
 Unit 5: Video Lab: Setting off a Chain Reaction
 Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
 Unit 7: Quiz 3

Biology

Unit 4: Lesson 2 - Evidence for Evolution
 Unit 4: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.1 :	Conservation of energy

PROFICIENCY
LEVEL

Quantifying kinetic energy

Physics

- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Lesson 8 - Work and Power
- Unit 3: Quiz 3
- Unit 4: LAB: Conversion of Energy
- Unit 4: Lesson 1 - Work and Power
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Lesson 3 - Torque as Force for Work
- Unit 4: Quiz 1
- Unit 7: Lesson 1 - Temperature
- Unit 7: Lesson 3 - Thermal Energy and Work
- Unit 7: Lesson 5 - Heat and Phase
- Unit 7: Lesson 7 - Laws of Thermodynamics
- Unit 7: Lesson 9 - Efficiency of Heat Engines
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: LAB: The Pendulum
- Unit 8: Lesson 1 - Simple Harmonic Motion
- Unit 8: Quiz 1

IPC

- Unit 7: Activity: Forms of Energy
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 7: Video Lab: Making a Simple Steam Engine
- Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
- Unit 8: Quiz 1

PROFICIENCY
LEVEL

Quantifying gravitational potential energy

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Quiz 3
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Quiz 1

IPC

- Unit 6: Video Lab: Verifying Acceleration Due to Gravity
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / PS.EW.2: Transfer and transformation of energy (including work)

Physics

Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 6 - Current Electricity
Unit 5: Quiz 2
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 7: Video Lab: Testing Simple Machines
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 1
Unit 10: Quiz 2

Unit 10: Quiz 3
 Unit 10: Video Lab: Experimenting With Electric Circuits
 Unit 10: Video Lab: Making an Electromagnet

Chemistry

Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Quiz 1
 Unit 7: Lesson 1 - Thermochemistry
 Unit 7: Lesson 2 - Calorimetry and Hess's Law
 Unit 7: Lesson 3 - Reaction Spontaneity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 8: Chemistry Lab: Electrochemistry
 Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Lesson 5 - Electrolytic Cells
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.3 :	Waves

PROFICIENCY
LEVEL

Refraction, reflection, diffraction, absorption, superposition

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Activity: The Doppler Effect in Action
Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 7 - The Nature of Sound and Waves
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Reflection of Light Waves
Unit 9: Video Lab: Observing Refraction Due to Changes in Medium
Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Radiant energy and the electromagnetic spectrum

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 2
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 2: Video Lab: Testing for Changes in Gas Pressure
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Quiz 2

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY LEVEL	<p>Doppler shift</p> <p>IPC</p> <p>Unit 8: Activity: The Doppler Effect in Action Unit 8: Lesson 9 - Using Sound and the Doppler Effect Unit 8: Quiz 3 Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 4 - Exploring Light Unit 9: Lesson 8 - Space System Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p>Physics</p> <p>Unit 8: LAB: The Doppler Effect Unit 8: Lesson 5 - Sound Unit 8: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.4: Thermal energy	<p>Chemistry</p> <p>Unit 5: Activity - Observing Changes in the State of Matter Unit 5: Chemistry Lab: Observing Changes in the State Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p>Physics</p> <p>Unit 7: LAB: Specific Heat Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization Unit 7: Lesson 1 - Temperature Unit 7: Lesson 2 - Heat and Thermal Energy Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 4 - Specific Heat Capacity Unit 7: Lesson 5 - Heat and Phase Unit 7: Lesson 6 - Methods of Heat Transfer Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p> <p>IPC</p> <p>Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids Unit 3: Quiz 2 Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Making a Simple Steam Engine Unit 8: Lab: One Heated Dilemma Unit 8: Lesson 1 - Thermal Energy: Matter on the Move Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.5 :	Electricity

PROFICIENCY
LEVEL

Movement of electrons

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 1 - Electrostatics

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 3 - Determining the Polarity of Charge

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Quiz 1

Unit 10: Video Lab: Experimenting With Static Electricity

PROFICIENCY
LEVEL

Current

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 7 - Resistance and Ohm's Law

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Lesson 9 - Electric Circuits

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Lesson 3 - Electric Energy and Circuitry

Unit 10: Lesson 5 - Electromagnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

PROFICIENCY
LEVEL

Electric potential (voltage)

Chemistry

Unit 8: Chemistry Lab: Electrochemistry
 Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Lesson 5 - Electrolytic Cells
 Unit 8: Quiz 2

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
 Unit 5: Lesson 5 - More About Charges
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 7 - Resistance and Ohm's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Lesson 9 - Electric Circuits
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: LAB: Electric and Magnetic Fields
 Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 5 - Controlling Current Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 3 - Electric Energy and Circuitry
 Unit 10: Lesson 7 - The Evolution of Electronic Devices
 Unit 10: Quiz 1
 Unit 10: Quiz 3
 Unit 10: Video Lab: Experimenting With Electric Circuits

PROFICIENCY
LEVEL

Resistors and transfer of energy

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
 Unit 5: Lesson 7 - Resistance and Ohm's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Lesson 9 - Electric Circuits
 Unit 5: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 3 - Electric Energy and Circuitry
 Unit 10: Quiz 1
 Unit 10: Video Lab: Experimenting With Electric Circuits

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.1 :	Motion

PROFICIENCY
LEVEL

Introduction to one-dimensional vectors

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL Displacement, velocity (constant, average and instantaneous) and acceleration

Physics

- Unit 1: Lesson 6 - Derived SI Units
- Unit 1: Quiz 2
- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 2 - Motion and Force
- Unit 2: Lesson 3 - Displacement
- Unit 2: Lesson 4 - Speed
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Lesson 8 - Newton's Second Law of Motion
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: LAB: Work and Power
- Unit 4: Lesson 1 - Work and Power
- Unit 8: LAB: Calculating the Speed of Sound in Air
- Unit 8: LAB: The Doppler Effect

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
- Unit 6: Lesson 2 - Acceleration
- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Lesson 7 - Newton's Second Law of Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 6: Video Lab: Testing for Acceleration
- Unit 6: Video Lab: Testing the Acceleration Formula
- Unit 6: Video Lab: Verifying Acceleration Due to Gravity

Chemistry

- Unit 1: Lesson 2 - Base Units and Derived Units
- Unit 1: Quiz 1

PROFICIENCY LEVEL Interpreting position vs. time and velocity vs. time graphs

Physics

- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Acceleration Due to Gravity

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 3 - Graphs on Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.2 :	Forces

PROFICIENCY
LEVEL

Force diagrams

Physics

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY
LEVEL

Types of forces (gravity, friction, normal, tension)

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 4 - Speed

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: LAB: Acceleration of Gravity

Unit 3: LAB: Kinetic and Potential Energy

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 2 - Momentum

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 5 - Circular Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Lesson 7 - Forms of Energy

Unit 3: Lesson 8 - Work and Power

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: LAB: Conversion of Energy

Unit 4: LAB: Work and Power

Unit 4: Lesson 1 - Work and Power

Unit 4: Lesson 3 - Torque as Force for Work

Unit 4: Lesson 4 - Simple Machines

Unit 4: Lesson 5 - Simple Machines (continued)

Unit 4: Lesson 6 - Efficiency and Equilibrium

Unit 4: Lesson 7 - Comparing Natural Forces

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 10 - Magnetism

Unit 5: Quiz 3

Unit 7: Lesson 3 - Thermal Energy and Work

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 1

Unit 7: Quiz 3
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Activity: Types of Forces and Force Diagrams
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 2 - Acceleration
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 6: Video Lab: Testing for Acceleration
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Experimenting with a Pendulum
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Field model for forces at a distance

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: Lesson 7 - Comparing Natural Forces
- Unit 4: Quiz 3
- Unit 5: Lesson 10 - Magnetism
- Unit 5: Lesson 2 - Induction and Contact
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 3 - Transformers
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Quiz 1
- Unit 6: Quiz 2

IPC

- Unit 6: Lesson 6 - The Forces of Nature—Gravity
- Unit 6: Quiz 2
- Unit 7: Activity: Forms of Energy
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 4 - Magnetism
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2
- Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.3 :	Dynamics (how forces affect motion)

PROFICIENCY
LEVEL

Objects at rest

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 2 - Motion and Force
Unit 2: Lesson 7 - Newton's First Law of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 2
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY
LEVEL

Objects moving with constant velocity

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1

Physics

Unit 1: Lesson 6 - Derived SI Units
Unit 1: Quiz 2
Unit 2: Lesson 4 - Speed
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2
Unit 3: LAB: Kinetic and Potential Energy
Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: The Doppler Effect

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL	Accelerating objects
	<p><u>Chemistry</u> Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1</p> <p><u>Physics</u> Unit 1: Lesson 6 - Derived SI Units Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 2</p> <p><u>IPC</u> Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 2 - Acceleration Unit 6: Lesson 3 - Graphs on Motion Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Testing for Acceleration Unit 6: Video Lab: Testing the Acceleration Formula Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.1:	History of the universe
		<p><u>IPC</u> Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.2:	Galaxies
		<p><u>IPC</u> Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE
BENCHMARK / GRADE LEVEL INDICATOR	PS.U.3:	Stars

PROFICIENCY LEVEL	Formation: stages of evolution <u>IPC</u> Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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PROFICIENCY LEVEL	Fusion in stars <u>IPC</u> Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.H:	HEREDITY

BENCHMARK / GRADE LEVEL INDICATOR	B.H.1:	Cellular genetics <u>Biology</u> Unit 1: Activity (Biology Field) Unit 3: Lesson 1 - Introduction to Genetics Unit 3: Lesson 2 - Mendelian Genetics Unit 3: Lesson 3 - Probability and Heredity Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Lesson 8 - Complex Inheritance Unit 3: Lesson 9 - Genetic Engineering Unit 3: Quiz 1 Unit 3: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.2:	Structure and function of DNA in cells <u>Biology</u> Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter Unit 1: Quiz 3 Unit 2: Lesson 1 - What Is a Cell? Unit 2: Lesson 7 - Cell Growth Unit 2: Lesson 8 - Cell Division Unit 2: Quiz 1 Unit 2: Quiz 3 Unit 3: Activity - Meiosis Video Unit 3: Lesson 1 - Introduction to Genetics Unit 3: Lesson 4 - Meiosis Unit 3: Lesson 5 - DNA Unit 3: Lesson 6 - DNA to Protein Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.3:	<p>Genetic mechanisms and inheritance</p> <p><u>Biology</u> Unit 1: Activity (Biology Field) Unit 2: Lesson 8 - Cell Division Unit 2: Lesson 9 - Homeostasis in Cells Unit 2: Quiz 3 Unit 3: Activity (Dominant or Recessive Traits) Unit 3: Activity - Meiosis Video Unit 3: Lesson 1 - Introduction to Genetics Unit 3: Lesson 2 - Mendelian Genetics Unit 3: Lesson 3 - Probability and Heredity Unit 3: Lesson 4 - Meiosis Unit 3: Lesson 5 - DNA Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Lesson 8 - Complex Inheritance Unit 3: Lesson 9 - Genetic Engineering Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 4 - Mechanics of Evolution Unit 4: Quiz 1 Unit 5: Diagram a Typical Bacteria, Binary Fission, and Bacterial Conjugation Unit 5: Lesson 1 - Bacteria Unit 5: Lesson 3 - Archaea Unit 5: Lesson 6 - Introduction to Protists Unit 5: Lesson 7 - Plant-Like and Fungus-Like Protists Unit 5: Lesson 8 - Introduction to Fungus Unit 5: Lesson 9 - The Fungus Among Us Unit 5: Quiz 1 Unit 5: Quiz 3 Unit 10: Activity (Paragraph on Carcinogens) Unit 10: Lesson 7 - Noninfectious Diseases Unit 10: Lesson 8 - Cancer Unit 10: Quiz 3</p> <p><u>IPC</u> Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2</p>
BENCHMARK / GRADE LEVEL INDICATOR	B.H.4:	<p>Mutations</p> <p><u>Biology</u> Unit 2: Lesson 9 - Homeostasis in Cells Unit 2: Quiz 3 Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Quiz 3 Unit 4: Lesson 4 - Mechanics of Evolution Unit 4: Quiz 1</p>
BENCHMARK / GRADE LEVEL INDICATOR	B.H.5:	<p>Modern genetics</p> <p><u>Biology</u> Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Lesson 9 - Genetic Engineering Unit 3: Quiz 3</p>
DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.E:	EVOLUTION

BENCHMARK / GRADE LEVEL INDICATOR	B.E.1:	Mechanisms
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PROFICIENCY LEVEL	Natural selection
	<p><u>Biology</u> Unit 4: Lesson 1 - Origins and Adaptations Unit 4: Lesson 3 - Darwin's View of Natural Selection Unit 4: Lesson 4 - Mechanics of Evolution Unit 4: Lesson 6 - The Controversy of Evolution Unit 4: Quiz 1 Unit 4: Quiz 2</p>

PROFICIENCY LEVEL	Mutation
	<p><u>Biology</u> Unit 2: Lesson 9 - Homeostasis in Cells Unit 2: Quiz 3 Unit 3: Lesson 7 - Genetic Disorders and the Human Genome Unit 3: Quiz 3 Unit 4: Lesson 4 - Mechanics of Evolution Unit 4: Quiz 1</p>

PROFICIENCY LEVEL	Genetic drift
	<p><u>Biology</u> Unit 4: Lesson 4 - Mechanics of Evolution Unit 4: Quiz 1</p>

PROFICIENCY LEVEL	Gene flow (immigration, emigration)
	No Correlations

PROFICIENCY LEVEL	Sexual selection
	<p><u>Biology</u> Unit 7: Lesson 2 - Animal Behavior Unit 7: Lesson 3 - Invertebrates-Sponges, Cnidarians, Flatworms, and Roundworms Unit 7: Lesson 4 - Mollusks and Segmented Worms Unit 7: Lesson 5 - Arthropods Unit 7: Lesson 6 - Echinoderms and Invertebrate Chordates Unit 7: Lesson 7 - Fishes and Amphibians Unit 7: Lesson 8 - Reptiles and Birds Unit 7: Lesson 9 - Mammals Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.E:	EVOLUTION
BENCHMARK / GRADE LEVEL INDICATOR	B.E.2:	Speciation

PROFICIENCY LEVEL Biological classification expanded to molecular evidence

Biology
 Unit 4: Lesson 1 - Origins and Adaptations
 Unit 4: Lesson 2 - Evidence for Evolution
 Unit 4: Lesson 6 - The Controversy of Evolution
 Unit 4: Quiz 1
 Unit 4: Quiz 2

PROFICIENCY LEVEL Variation of organisms within species due to population genetics and gene frequency

Biology
 Unit 4: Lesson 1 - Origins and Adaptations
 Unit 4: Lesson 3 - Darwin's View of Natural Selection
 Unit 4: Lesson 4 - Mechanics of Evolution
 Unit 4: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.1:	Biodiversity

PROFICIENCY LEVEL Genetic diversity

Biology
 Unit 4: Lesson 4 - Mechanics of Evolution
 Unit 4: Quiz 1

PROFICIENCY LEVEL Species diversity

Biology
 Unit 1: Lesson 9 - It's Alive! Characteristics of Living Things
 Unit 1: Quiz 3
 Unit 4: Lesson 1 - Origins and Adaptations
 Unit 4: Lesson 3 - Darwin's View of Natural Selection
 Unit 4: Lesson 4 - Mechanics of Evolution
 Unit 4: Lesson 7 - Organizing Life
 Unit 4: Lesson 8 - Classifying Life
 Unit 4: Quiz 1
 Unit 4: Quiz 3
 Unit 9: Diagram an Ecosystem
 Unit 9: Lesson 1 - Ecosystems: Putting It All Together
 Unit 9: Lesson 3 - Biomes
 Unit 9: Lesson 4 - Living Together in Ecosystems
 Unit 9: Lesson 8 - Biodiversity
 Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE

BENCHMARK / GRADE LEVEL INDICATOR	B.DI.2:	Ecosystems
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PROFICIENCY LEVEL

Equilibrium and disequilibrium

Biology

- Unit 6: Lesson 3 - Plant Processes
- Unit 6: Quiz 1
- Unit 9: Activity (Biomes and Endangered Species)
- Unit 9: Activity (Part Three of the Endangered Animal)
- Unit 9: Activity (Part Two of the Endangered Animal)
- Unit 9: Diagram a Food Web
- Unit 9: Diagram an Ecosystem
- Unit 9: Lesson 1 - Ecosystems: Putting It All Together
- Unit 9: Lesson 2 - Water Ecosystems
- Unit 9: Lesson 3 - Biomes
- Unit 9: Lesson 4 - Living Together in Ecosystems
- Unit 9: Lesson 5 - Energy Flow in Ecosystems
- Unit 9: Lesson 6 - Cycles in Ecosystems
- Unit 9: Lesson 7 - Ecological Succession
- Unit 9: Lesson 8 - Biodiversity
- Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: Quiz 3

PROFICIENCY LEVEL

Carrying capacity

Biology

- Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
- Unit 9: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.3:	Loss of Diversity

PROFICIENCY LEVEL

Climate change

Biology

- Unit 9: Lesson 6 - Cycles in Ecosystems
- Unit 9: Lesson 9 - Problems and Solutions for Ecosystems
- Unit 9: Quiz 2
- Unit 9: Quiz 3

PROFICIENCY LEVEL	<p>Anthropocene effects</p> <p><u>Biology</u> Unit 9: Activity (Biomes and Endangered Species) Unit 9: Lesson 2 - Water Ecosystems Unit 9: Lesson 3 - Biomes Unit 9: Lesson 6 - Cycles in Ecosystems Unit 9: Lesson 8 - Biodiversity Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>Chemistry</u> Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p>
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PROFICIENCY LEVEL	<p>Extinction</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Invasive species</p> <p><u>Biology</u> Unit 9: Lesson 8 - Biodiversity Unit 9: Lesson 9 - Problems and Solutions for Ecosystems Unit 9: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS
BENCHMARK / GRADE LEVEL INDICATOR	B.C.1:	Cell structure and function

PROFICIENCY
LEVEL

Structure, function and interrelatedness of cell organelles

Biology

- Unit 2: Activity 1 - Label the Cell Parts
- Unit 2: Activity 2 - Permeability
- Unit 2: Lesson 1 - What Is a Cell?
- Unit 2: Lesson 2 - The Basic Plant and Animal Cell
- Unit 2: Lesson 3 - How Organisms Are Organized
- Unit 2: Lesson 4 - I Like to Move It
- Unit 2: Lesson 5 - Photosynthesis
- Unit 2: Lesson 6 - Energy Conversions
- Unit 2: Lesson 7 - Cell Growth
- Unit 2: Lesson 8 - Cell Division
- Unit 2: Lesson 9 - Homeostasis in Cells
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: Activity - Meiosis Video
- Unit 3: Lesson 4 - Meiosis
- Unit 3: Lesson 5 - DNA
- Unit 3: Lesson 6 - DNA to Protein
- Unit 3: Lesson 7 - Genetic Disorders and the Human Genome
- Unit 3: Quiz 2
- Unit 3: Quiz 3
- Unit 6: Lesson 2 - Basic Plant Structures
- Unit 6: Quiz 1

Chemistry

- Unit 6: Lesson 2 - Colligative Properties
- Unit 6: Quiz 1

PROFICIENCY
LEVEL

Eukaryotic cells and prokaryotic cells

Biology

- Unit 2: Lesson 1 - What Is a Cell?
- Unit 2: Lesson 2 - The Basic Plant and Animal Cell
- Unit 2: Lesson 4 - I Like to Move It
- Unit 2: Lesson 5 - Photosynthesis
- Unit 2: Lesson 6 - Energy Conversions
- Unit 2: Lesson 8 - Cell Division
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 4: Lesson 8 - Classifying Life
- Unit 4: Quiz 3
- Unit 5: Diagram 3 Shapes of Bacteria
- Unit 5: Diagram a Typical Bacteria, Binary Fission, and Bacterial Conjugation
- Unit 5: Lesson 1 - Bacteria
- Unit 5: Lesson 2 - Eubacteria
- Unit 5: Lesson 3 - Archaea
- Unit 5: Quiz 1
- Unit 6: Lesson 2 - Basic Plant Structures
- Unit 6: Quiz 1
- Unit 7: Lesson 1 - Introduction to Animals
- Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS

BENCHMARK / GRADE LEVEL INDICATOR	B.C.2:	Cellular processes
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PROFICIENCY
LEVEL

Characteristics of life regulated by cellular processes

Biology

Unit 1: Lesson 10 - The Needs of Living Things
 Unit 1: Quiz 3
 Unit 2: Activity 2 - Permeability
 Unit 2: Lesson 3 - How Organisms Are Organized
 Unit 2: Lesson 5 - Photosynthesis
 Unit 2: Lesson 6 - Energy Conversions
 Unit 2: Lesson 7 - Cell Growth
 Unit 2: Lesson 8 - Cell Division
 Unit 2: Lesson 9 - Homeostasis in Cells
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 3: Activity - Meiosis Video
 Unit 3: Lesson 4 - Meiosis
 Unit 3: Lesson 5 - DNA
 Unit 3: Lesson 6 - DNA to Protein
 Unit 3: Lesson 7 - Genetic Disorders and the Human Genome
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 6: Lesson 1 - Introduction to Plants
 Unit 6: Lesson 3 - Plant Processes
 Unit 6: Quiz 1
 Unit 9: Lesson 6 - Cycles in Ecosystems
 Unit 9: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Chemistry

Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1

PROFICIENCY
LEVEL

Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules

Biology

Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter
Unit 1: Lesson 10 - The Needs of Living Things
Unit 1: Quiz 3
Unit 2: Lesson 3 - How Organisms Are Organized
Unit 2: Lesson 5 - Photosynthesis
Unit 2: Lesson 6 - Energy Conversions
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Activity - Meiosis Video
Unit 3: Lesson 1 - Introduction to Genetics
Unit 3: Lesson 4 - Meiosis
Unit 3: Lesson 5 - DNA
Unit 3: Lesson 6 - DNA to Protein
Unit 3: Lesson 7 - Genetic Disorders and the Human Genome
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 5: Lesson 2 - Eubacteria
Unit 5: Quiz 1
Unit 6: Lesson 1 - Introduction to Plants
Unit 6: Lesson 3 - Plant Processes
Unit 6: Quiz 1
Unit 8: Lesson 4 - The Digestive and Endocrine Systems
Unit 8: Quiz 2
Unit 9: Lesson 6 - Cycles in Ecosystems
Unit 9: Quiz 2
Unit 10: Lesson 1 - Nutrition in Humans
Unit 10: Quiz 1

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

Chemistry

Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.1:	Atomic structure

PROFICIENCY
LEVEL

Evolution of atomic models/theory

Chemistry

Unit 1: Lesson 5 - The Scientific Method

Unit 1: Quiz 2

Unit 2: Lesson 4 - Early Theories of Atomic Structure

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Quiz 2

Physics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 3: Lesson 1 - The Atom's Historical Background

Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

PROFICIENCY
LEVEL

Electrons

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 1
Unit 3: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3

PROFICIENCY
LEVEL

Electron configurations

Chemistry

Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 2
 Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Chemistry Lab: VSEPR Theory
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Quiz 1
 Unit 8: Chemistry Lab: Net Ionic Equations
 Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
 Unit 8: Lesson 1 - Oxidation-Reduction Reactions
 Unit 8: Lesson 2 - Balancing Redox Reactions
 Unit 8: Quiz 1
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Quiz 1

Physics

Unit 9: Lesson 1 - Light Emission
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Lesson 6 - Quantum Mechanics of the Atom
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3

IPC

Unit 3: Activity: An Elemental Investigation
 Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
 Unit 3: Lesson 3 - Modern Atomic Theory
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 2 - Covalent Bonds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 6 - Chemistry of the Carbon Atom
 Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.2:	Periodic Table

PROFICIENCY
LEVEL

Properties

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Lesson 6 - Reaction Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Trends

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 2
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.3:	Chemical bonding

PROFICIENCY
LEVEL

Ionic

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Quiz 1
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Polar/covalent

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 1
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.4:	Representing compounds

PROFICIENCY
LEVEL

Formula writing

Biology

Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter

Unit 1: Quiz 3

Chemistry

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Chemistry Lab: VSEPR Theory

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Lesson 5 - Composition Stoichiometry

Unit 4: Lesson 6 - Reaction Stoichiometry

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Lesson 5 - Electrolytic Cells

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Carbon

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements

Unit 2: Quiz 1

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 2

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 2

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

PROFICIENCY
LEVEL

Models and shapes (Lewis structures, ball and stick, molecular geometries)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER

BENCHMARK /
GRADE LEVEL
INDICATOR

C.PM.5: Quantifying matter

Biology

Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter
Unit 1: Lesson 7 - Units of Measurement
Unit 1: Quiz 2
Unit 1: Quiz 3

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Lesson 3 - Mixtures
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2

Physics

Unit 1: LAB: Lab Instruments
Unit 1: Lesson 5 - The SI System (continued)
Unit 1: Quiz 2
Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 8 - Newton's Second Law of Motion
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 3: Lesson 2 - Momentum
Unit 3: Quiz 1
Unit 4: LAB: Work and Power
Unit 7: LAB: Specific Heat
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 1: Lesson 1 - A Peek Inside the World of Physical Science
Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Quiz 1
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Quiz 1
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 3
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER

BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction
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PROFICIENCY LEVEL

Types and strengths

Chemistry

- Unit 3: Chemistry Lab: Intermolecular Forces
- Unit 3: Lesson 4 - Covalent Bonding
- Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
- Unit 3: Lesson 6 - Ionic Bonding
- Unit 3: Quiz 2
- Unit 5: Lesson 1 - Crystalline and Amorphous Solids
- Unit 5: Quiz 1
- Unit 9: Chemistry Lab: Properties of Organic Compounds
- Unit 9: Lesson 1 - Organic Compounds
- Unit 9: Lesson 2 - Saturated Hydrocarbons
- Unit 9: Lesson 3 - Unsaturated Hydrocarbons
- Unit 9: Lesson 4 - Functional Groups
- Unit 9: Quiz 1
- Unit 9: Quiz 2

IPC

- Unit 4: Lesson 1 - Ionic Bonding
- Unit 4: Lesson 2 - Covalent Bonds
- Unit 4: Quiz 1

Physics

- Unit 5: Lesson 2 - Induction and Contact
- Unit 5: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction
PROFICIENCY LEVEL		Implications for properties of substances

INDICATOR

Melting and boiling point

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Quiz 1

Physics

Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 1
Unit 7: Quiz 2

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 5 - Phase Changes
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Video Lab: Observing Phase Changes
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Quiz 1

INDICATOR

Solubility

Chemistry

Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

INDICATOR

Vapor pressure

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.1:	Chemical reactions

PROFICIENCY
LEVEL

Types of reactions

Biology

Unit 1: Lesson 11 - The Chemistry of Life: Matter and Changes in Matter

Unit 1: Quiz 3

Chemistry

Unit 2: Chemistry Lab: Chemical Changes

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Kinetics

Chemistry

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 5: Lesson 3 - Changes of State

Unit 5: Quiz 1

Unit 6: Lesson 1 - The Solution Process

Unit 6: Quiz 1

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Physics

Unit 7: Lesson 5 - Heat and Phase

Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 2

Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Energy

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 2
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 4: LAB: Conversion of Energy
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Equilibrium

Chemistry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions

IPC

Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization

PROFICIENCY
LEVEL

Acids/bases

Chemistry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 2

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Quiz 2
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.2:	Gas laws

PROFICIENCY
LEVEL

Pressure, volume and temperature

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

PROFICIENCY
LEVEL

Ideal gas law

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.3:	Stoichiometry

PROFICIENCY LEVEL	<p>Molecular calculations</p> <p><u>Chemistry</u></p> <p>Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1 Unit 2: Lesson 2 - Compounds Unit 2: Quiz 1 Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 3 - Writing and Balancing Chemical Equations Unit 4: Lesson 5 - Composition Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3 Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Lesson 3 - Reaction Spontaneity Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Chemistry Lab: Net Ionic Equations Unit 8: Chemistry Lab: Oxidation and Reduction Reaction Unit 8: Lesson 2 - Balancing Redox Reactions Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Solutions</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Stoichiometry Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 2 - Colligative Properties Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>IPC</u></p> <p>Unit 5: Activity: The Many Shades of Red Cabbage Unit 5: Lesson 2 - Solute Concentration and Solubility Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Limiting reagents</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 1:	Biosphere

PROFICIENCY LEVEL Evolution and adaptation in populations

IPC
Unit 8: Lesson 7 - The Nature of Sound and Waves
Unit 8: Quiz 3

PROFICIENCY LEVEL Biodiversity

No Correlations

PROFICIENCY LEVEL Ecosystems (equilibrium, species interactions, stability)

No Correlations

PROFICIENCY LEVEL Population dynamics

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 2:	Atmosphere

PROFICIENCY LEVEL Atmospheric properties and currents

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

Physics
Unit 1: LAB: Lab Instruments

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH

BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 3:	Lithosphere
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PROFICIENCY LEVEL

Geologic events and processes

IPC

Unit 8: Lesson 4 - Understanding Mechanical Waves
 Unit 8: Lesson 5 - The Properties of Mechanical Waves
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 4:	Hydrosphere
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PROFICIENCY LEVEL

Oceanic currents and patterns (as they relate to climate)

No Correlations

PROFICIENCY LEVEL

Surface and ground water flow patterns and movement

No Correlations

PROFICIENCY LEVEL

Cryosphere

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere
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PROFICIENCY LEVEL

Energy transformation on global, regional and local scales

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 8: Lesson 2 - The Transfer of Thermal Energy
 Unit 8: Quiz 1

PROFICIENCY LEVEL

Biogeochemical cycles

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

PROFICIENCY LEVEL	Ecosystems IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Weather IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1
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PROFICIENCY LEVEL	Climate No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 1:	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 2:	Air and air pollution

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3

PROFICIENCY LEVEL	Greenhouse gases IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Clean Air Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 3:	Water and water pollution

PROFICIENCY LEVEL	Potable water and water quality Physics Unit 10: Lesson 3 - Applications of Radioactivity
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PROFICIENCY LEVEL	Hypoxia, eutrophication No Correlations
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PROFICIENCY LEVEL	Clean Water Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Point source and non-point source contamination No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 4:	Soil and land

PROFICIENCY LEVEL	Desertification No Correlations
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PROFICIENCY LEVEL	Mass movement and erosion No Correlations
PROFICIENCY LEVEL	Sediment contamination No Correlations
PROFICIENCY LEVEL	Land use and land management (including food production, agriculture and zoning) No Correlations
PROFICIENCY LEVEL	Solid and hazardous waste Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness
PROFICIENCY LEVEL		Wildlife and wilderness management

INDICATOR Endangered species
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness

PROFICIENCY LEVEL Invasive Species
No Correlations

PROFICIENCY LEVEL	Introduced Species	
	No Correlations	
DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK	ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 1:	<p>Human Population</p> <p><u>Chemistry</u> Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 2:	<p>Potable water quality, use and availability</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p> <p><u>Physics</u> Unit 10: Lesson 3 - Applications of Radioactivity</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 3:	<p>Climate change</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 4:	<p>Sustainability</p> <p><u>IPC</u></p> <p>Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism Unit 10: Quiz 3</p> <p><u>Chemistry</u></p> <p>Unit 8: Lesson 3 - Electrochemical Cells Unit 8: Lesson 4 - Electrode Potential Unit 8: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 5:	<p>Species depletion and extinction</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 6:	<p>Air quality</p> <p><u>IPC</u></p> <p>Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 7:	<p>Food production and availability</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 8:	<p>Deforestation and loss of biodiversity</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 9:	Waste management (solid and hazardous) Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.M:	MINERALS

BENCHMARK / GRADE LEVEL INDICATOR	PG.M.1:	Atoms and elements Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.2:	Chemical bonding (ionic, covalent, metallic) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.3:	Crystallinity (crystal structure) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS

BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 1:	Igneous
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PROFICIENCY LEVEL Mafic and felsic rocks and minerals
No Correlations

PROFICIENCY LEVEL Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)
No Correlations

PROFICIENCY LEVEL Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)
No Correlations

PROFICIENCY LEVEL Magnetic reversals and Earth's magnetic field
Physics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
IPC
Unit 10: Lesson 4 - Magnetism
Unit 10: Quiz 2

PROFICIENCY LEVEL Thermal energy within the Earth
No Correlations

PROFICIENCY LEVEL Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)
No Correlations

PROFICIENCY LEVEL Bowen's Reaction Series (continuous and discontinuous branches)
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG. IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
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BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 2:	Metamorphic
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PROFICIENCY LEVEL Pressure, stress, temperature and compressional forces
No Correlations

PROFICIENCY LEVEL Foliated (regional), non-foliated (contact)
No Correlations

PROFICIENCY LEVEL	Parent rock and degrees of metamorphism
	No Correlations

PROFICIENCY LEVEL	Metamorphic zones (where metamorphic rocks are found)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 3:	Sedimentary

PROFICIENCY LEVEL	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)
	No Correlations

PROFICIENCY LEVEL	Depositional environments
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 4:	Ocean

PROFICIENCY LEVEL	Tides (daily, neap and spring)
	No Correlations

PROFICIENCY LEVEL	Currents (deep and shallow, rip and longshore)
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Thermal energy and water density
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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PROFICIENCY LEVEL	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs) No Correlations
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PROFICIENCY LEVEL	Passive and active continental margins No Correlations
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PROFICIENCY LEVEL	Transgressing and regressing sea levels No Correlations
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PROFICIENCY LEVEL	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1	The geologic rock record

PROFICIENCY LEVEL	Relative and absolute age Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1	The geologic rock record
PROFICIENCY LEVEL		Principles to determine relative age

INDICATOR	Original horizontality No Correlations
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INDICATOR	Superposition
	No Correlations

INDICATOR	Cross-cutting relationships
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		Absolute age

INDICATOR	Radiometric dating (isotopes, radioactive decay)
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

INDICATOR	Correct uses of radiometric dating
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Combining relative and absolute age data
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	The geologic time scale
INDICATOR	Comprehending geologic time No Correlations
INDICATOR	Climate changes evident through the rock record No Correlations
INDICATOR	Fossil record No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.1	Internal Earth
PROFICIENCY LEVEL		Seismic waves

INDICATOR	S and P waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2
INDICATOR	Velocities, reflection, refraction of waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.2	Structure of Earth (Note: specific layers were part of grade 8)

PROFICIENCY LEVEL	<p>Asthenosphere</p> <p>Physics Unit 1: LAB: Lab Instruments</p> <p>IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 1 - Investigating Solutions Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Lithosphere</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Mohorovicic boundary (Moho)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Composition of each of the layers of Earth</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Gravity, magnetism and isostasy</p> <p>IPC Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Thermal energy (geothermal gradient and heat flow)</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.3 :	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)

PROFICIENCY LEVEL	<p>Paleomagnetism and magnetic anomalies</p> <p>Physics Unit 5: Lesson 10 - Magnetism Unit 5: Quiz 3</p> <p>IPC Unit 10: Lesson 4 - Magnetism Unit 10: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Paleoclimatology</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.4 :	Plate motion (Note: introduced in grade 8)

PROFICIENCY
LEVEL Causes and evidence of plate motion
No Correlations

PROFICIENCY
LEVEL Measuring plate motion
No Correlations

PROFICIENCY
LEVEL Characteristics of oceanic and continental plates
No Correlations

PROFICIENCY
LEVEL Relationship of plate movement and geologic events
No Correlations

PROFICIENCY
LEVEL Mantle plumes
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.1 :	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy

Unit 4: Quiz 1

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 5 - Controlling Current Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
 Unit 4: Quiz 1
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 5 - Controlling Current Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Lesson 7 - Planet Friendly Electricity
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
 Unit 5: Quiz 3
 Unit 7: Lab 2: The Ultimate Wind-Power Machine
 Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
 Unit 7: Quiz 3
 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
 Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Quiz 2
 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.2 :	Air

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 3

PROFICIENCY
LEVEL

Greenhouse gases

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.3 :	Water

PROFICIENCY
LEVEL

Potable water and water quality

Physics

Unit 10: Lesson 3 - Applications of Radioactivity

PROFICIENCY
LEVEL

Hypoxia, eutrophication

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.4 :	Soil and sediment

PROFICIENCY
LEVEL

Desertification

No Correlations

PROFICIENCY
LEVEL

Mass wasting and erosion

No Correlations

PROFICIENCY
LEVEL

Sediment and contamination

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Evidence of past glaciers (including features formed through erosion or deposition)
	No Correlations

PROFICIENCY LEVEL	Glacial deposition and erosion (including features formed through erosion or deposition)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation
PROFICIENCY LEVEL		Data from ice cores

INDICATOR	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)
	No Correlations

INDICATOR	Evidence of climate changes throughout Earth's history
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Glacial distribution and causes of glaciation
	No Correlations

PROFICIENCY LEVEL	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)
	No Correlations

PROFICIENCY LEVEL	Glacial structure, formation and movement
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.M:	MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.M.1:	Motion Graphs
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PROFICIENCY LEVEL

Position vs. time

Physics
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Velocity vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Acceleration vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
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STANDARD / BENCHMARK	P.M:	MOTION
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BENCHMARK / GRADE LEVEL INDICATOR	P.M.2:	Problem Solving
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PROFICIENCY LEVEL	<p>Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)</p> <p>Physics</p> <p>Unit 2: LAB: Newton's 1st and 2nd Laws of Motion</p> <p>Unit 2: Lesson 5 - Velocity</p> <p>Unit 2: Lesson 6 - Acceleration</p> <p>Unit 2: Quiz 2</p> <p>Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lab: Newton and His Three Laws</p> <p>Unit 6: Lesson 3 - Graphs on Motion</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: Quiz 3</p> <p>Unit 8: Lesson 6 - Mechanical Wave Behavior</p> <p>Unit 8: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)</p> <p>Physics</p> <p>Unit 1: Lesson 6 - Derived SI Units</p> <p>Unit 1: Quiz 2</p> <p>Unit 2: LAB: Newton's 1st and 2nd Laws of Motion</p> <p>Unit 2: Lesson 4 - Speed</p> <p>Unit 2: Lesson 6 - Acceleration</p> <p>Unit 2: Lesson 8 - Newton's Second Law of Motion</p> <p>Unit 2: Quiz 2</p> <p>Unit 2: Quiz 3</p> <p>Unit 3: LAB: Kinetic and Potential Energy</p> <p>Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>Unit 3: Lesson 4 - Nonlinear Motion</p> <p>Unit 3: Quiz 2</p> <p>Unit 8: LAB: Calculating the Speed of Sound in Air</p> <p>Unit 8: LAB: The Doppler Effect</p> <p>IPC</p> <p>Unit 6: Activity: A State-of-the-Art Collision Preventer</p> <p>Unit 6: Activity: The Forces of Nature - Gravity</p> <p>Unit 6: Lab: Newton and His Three Laws</p> <p>Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension</p> <p>Unit 6: Lesson 2 - Acceleration</p> <p>Unit 6: Lesson 3 - Graphs on Motion</p> <p>Unit 6: Lesson 6 - The Forces of Nature—Gravity</p> <p>Unit 6: Lesson 7 - Newton's Second Law of Motion</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: Quiz 2</p> <p>Unit 6: Quiz 3</p> <p>Unit 6: Video Lab: Testing for Acceleration</p> <p>Unit 6: Video Lab: Testing the Acceleration Formula</p> <p>Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p> <p>Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations</p> <p>Unit 7: Lesson 7 - Energy Transformations</p> <p>Unit 7: Quiz 2</p> <p>Unit 7: Quiz 3</p> <p>Chemistry</p> <p>Unit 1: Lesson 2 - Base Units and Derived Units</p> <p>Unit 1: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Physics
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STANDARD / BENCHMARK	P.M:	MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.M.3:	Projectile Motion

PROFICIENCY LEVEL Independence of horizontal and vertical motion

Physics
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Quiz 2

IPC
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2

PROFICIENCY LEVEL Problem-solving involving horizontally launched projectiles

Physics
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Quiz 2

IPC
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.1: Newton's laws applied to complex problems

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 1 - Matter and Energy

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Quiz 2

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Quiz 2

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

IPC

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force

Unit 6: Lesson 7 - Newton's Second Law of Motion

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Unit 7: Lab 1: Roller Coaster Model

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.2:

Gravitational force and fields

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 3
Unit 3: LAB: Acceleration of Gravity
Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 7 - Comparing Natural Forces
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 8: LAB: The Pendulum
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

Chemistry

Unit 1: Lesson 5 - The Scientific Method
Unit 1: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.3:

Elastic forces

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Quiz 2
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	P.F.4:	<p>Friction force (static and kinetic)</p> <p>Physics</p> <p>Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 4: Lesson 6 - Efficiency and Equilibrium Unit 4: Quiz 2 Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 3</p> <p>IPC</p> <p>Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2 Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items</p>
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BENCHMARK / GRADE LEVEL INDICATOR	P.F.5:	<p>Air resistance and drag</p> <p>Physics</p> <p>Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.F.6:	Forces in two dimensions

PROFICIENCY
LEVEL

Adding vector forces

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL	Motion down inclines
	Physics
	Unit 2: Lesson 2 - Motion and Force Unit 2: Lesson 3 - Displacement Unit 2: Lesson 5 - Velocity Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 4 - Coulomb's Law Unit 5: Lesson 5 - More About Charges Unit 5: Quiz 2
	IPC
	Unit 6: Activity: The Forces of Nature - Gravity Unit 6: Activity: Types of Forces and Force Diagrams Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - Work and Power Unit 7: Quiz 1

PROFICIENCY LEVEL	Centripetal forces and circular motion
	Physics
	Unit 3: Lesson 5 - Circular Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 2 Unit 4: Lesson 3 - Torque as Force for Work Unit 4: Lesson 7 - Comparing Natural Forces Unit 4: Quiz 1 Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	Physics
STANDARD / BENCHMARK	P.F: MOMENTUM AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.F.7:	Momentum, impulse and conservation of momentum Physics Unit 3: Lesson 2 - Momentum Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 1 Unit 3: Quiz 2 IPC Unit 6: Activity: A State-of-the-Art Collision Preventer Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.E:	ENERGY

BENCHMARK / GRADE LEVEL INDICATOR	P.E.1:	Gravitational potential energy Physics Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	P.E.2:	Energy in springs Physics Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Quiz 2 Unit 7: Lesson 4 - What Is Energy? Unit 7: Quiz 2
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BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.3:

Work and power

Physics

Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 3
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 3

IPC

Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1

BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.4:

Conservation of energy

Chemistry

Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 3

IPC

Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	P.E.5:	<p>Nuclear energy</p> <p><u>Chemistry</u> Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 10: LAB: Radiation Penetration Unit 10: LAB: Radioactive Decay Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p> <p><u>IPC</u> Unit 5: Activity: Life Cycle of a Star Unit 5: Activity: Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3 Unit 5: Video Lab: Setting off a Chain Reaction Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.1:	Wave properties

PROFICIENCY LEVEL	<p>Conservation of energy</p> <p><u>Chemistry</u> Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p><u>Physics</u> Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: LAB: Conversion of Energy Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 3</p> <p><u>IPC</u> Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 3 Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1</p>
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PROFICIENCY
LEVEL

Reflection

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Refraction

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Refraction Due to Changes in Medium
Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Interference

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.2:	Light phenomena

PROFICIENCY
LEVEL

Ray diagrams (propagation of light)

Physics

Unit 8: LAB: Optics

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Lesson 7 - Lenses and Optical Instruments

Unit 9: Quiz 2

Unit 9: Quiz 3

PROFICIENCY
LEVEL

Law of reflection (equal angles)

Physics

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Snell's law

Physics

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction patterns

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Quiz 1
Unit 8: Quiz 3
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Quiz 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 2
Unit 9: Quiz 3

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Wave—particle duality of light

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 8: LAB: Optics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 3

IPC

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Visible spectrum of color

Physics

Unit 8: Lesson 11 - Color

Unit 8: Lesson 8 - Visible Light

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Quiz 2

Unit 9: Video Lab: Splitting White Light With a Prism

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Physics

STANDARD /
BENCHMARK

P.EM:

ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.1: Charging objects (friction, contact and induction)

Physics

Unit 5: Lesson 10 - Magnetism

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 9: Lesson 1 - Understanding Electromagnetic Waves

Unit 9: Quiz 1

Unit 10: Activity: An Introduction to Electric Charge

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 4 - Magnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Making an Electromagnet

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.2: Coulomb's law

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 10: Activity: An Introduction to Electric Charge

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR P.EM.3: Electric fields and electric potential energy

Physics

- Unit 5: LAB: Ohm's and Kirchhoffs Laws
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 7 - Resistance and Ohm's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Lesson 9 - Electric Circuits
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 3 - Electric Energy and Circuitry
- Unit 10: Lesson 7 - The Evolution of Electronic Devices
- Unit 10: Quiz 1
- Unit 10: Quiz 3
- Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

- Unit 8: Chemistry Lab: Electrochemistry
- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Lesson 5 - Electrolytic Cells
- Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM
BENCHMARK / GRADE LEVEL INDICATOR	P.EM.4:	DC circuits

PROFICIENCY LEVEL	<p>Ohm's law</p> <p><u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 8 - AC and DC Electric Power Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 Unit 6: Lesson 4 - Generation of AC Electricity Unit 6: Quiz 2</p> <p><u>IPC</u> Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1</p>
PROFICIENCY LEVEL	<p>Series circuits</p> <p><u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3</p> <p><u>IPC</u> Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits Unit 10: Video Lab: Making an Electromagnet</p>
PROFICIENCY LEVEL	<p>Parallel circuits</p> <p><u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3</p> <p><u>IPC</u> Unit 10: Lab: Strength in Numbers Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits</p>
PROFICIENCY LEVEL	<p>Mixed circuits</p> <p>No Correlations</p>

PROFICIENCY
LEVEL

Applying conservation of charge and energy (junction and loop rules)

Physics

Unit 5: LAB: Ohm's and Kirchhoffs Laws
 Unit 5: Lesson 1 - Electrostatics
 Unit 5: Lesson 4 - Coulomb's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 1 - Electromagnetism
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 6: Quiz 3

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
 Unit 10: Quiz 1
 Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.5: Magnetic fields

Physics

Unit 5: Lesson 10 - Magnetism
 Unit 5: Quiz 3
 Unit 6: LAB: Electric and Magnetic Fields
 Unit 6: Lesson 1 - Electromagnetism
 Unit 6: Lesson 3 - Transformers
 Unit 6: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
 Unit 6: Quiz 2
 Unit 9: Lesson 1 - Understanding Electromagnetic Waves
 Unit 9: Quiz 1
 Unit 10: Activity: A Magnetic Visual
 Unit 10: Activity: Magnetism
 Unit 10: Lab: Strength in Numbers
 Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.6: Electromagnetic interactions

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 2
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits
Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.LO:	LEVELS OF ORGANIZATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.1: Hierarchy of Organization	<p><u>IPC</u> Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p><u>Physics</u> Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3</p> <p><u>Chemistry</u> Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1</p>
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.2: Types of Tissues	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.3: Homeostasis	<p><u>Chemistry</u> Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1</p>
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.4: Anatomical Terminology	<p><u>Chemistry</u> Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1</p> <p><u>IPC</u> Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.SM:	SUPPORT AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.1: Integumentary System	No Correlations
BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.2: Skeletal System	No Correlations
BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.3: Muscular System	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.1: Nervous System	<p><u>IPC</u></p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION
BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.2:	Special Senses

PROFICIENCY LEVEL	Sense of Sight
	<p><u>Physics</u></p> <p>Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3</p> <p><u>IPC</u></p> <p>Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Hearing and Balance
	<p>Physics</p> <p>Unit 8: Lesson 5 - Sound</p> <p>Unit 8: Quiz 2</p> <p>IPC</p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves</p> <p>Unit 8: Lesson 8 - Sound Properties</p> <p>Unit 8: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Taste and Smell
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.3:	Endocrine System
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.T:	TRANSPORT

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.1:	Blood
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.2:	Cardiovascular System
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.3:	Lymphatic and Immune Systems
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.AE:	ABSORPTION AND EXCRETION

BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.1: Digestive System	Chemistry Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.2: Respiratory System	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.3: Urinary System	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.R:	REPRODUCTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.R.1: Reproductive System	IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.1:	Classification of matter

PROFICIENCY
LEVEL

Heterogeneous vs. homogeneous

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 3 - Mixtures

Unit 2: Quiz 1

Unit 6: Chemistry Lab: Electrolytes

Unit 6: Lesson 1 - The Solution Process

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Quiz 1

IPC

Unit 2: Activity: Composition of Matter: Mixtures and Changes

Unit 2: Activity: Separating Mixtures

Unit 2: Lesson 1 - Matter: The Stuff Around You

Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes

Unit 2: Quiz 1

Unit 5: Lab: What Is the Solubility Curve of Sugar?

Unit 5: Lesson 1 - Investigating Solutions

Unit 5: Quiz 1

Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

PROFICIENCY
LEVEL

Properties of matter

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 2: Chemistry Lab: Separating Mixtures

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Lesson 3 - Mixtures

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Activity - Observing Changes in the State of Matter

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Chemistry Lab: Observing Changes in the State

Unit 5: Lesson 1 - Crystalline and Amorphous Solids

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Electrolytes

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 1 - The Solution Process

Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Ranking the Densities
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Physics

Unit 2: Lesson 1 - Matter and Energy
Unit 2: Quiz 1
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: LAB: Optics
Unit 8: Lesson 8 - Visible Light
Unit 8: Quiz 3
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

PROFICIENCY
LEVEL

States of matter and its changes

Physics

Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 2

IPC

Unit 2: Activity: Ranking the Densities
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Gay-Lussac's Law
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Lesson 4 - The Primary Gas Laws
Unit 5: Lesson 5 - Other Gas Laws
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.2:	Atoms

PROFICIENCY
LEVEL

Models of the atom (components)

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Quiz 1
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: LAB: Radiation Penetration
Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
Unit 1: Quiz 1
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Activity: Nuclear Chemistry: Fission and Fusion
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 5: Video Lab: Setting off a Chain Reaction

PROFICIENCY
LEVEL

Ions (cations and anions)

Chemistry

Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2

PROFICIENCY
LEVEL

Isotopes

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1

Physics

Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.3:	Periodic trends of the elements

PROFICIENCY
LEVEL

Periodic law

Chemistry

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

IPC

Unit 3: Lesson 4 - Development of the Periodic Table

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 2

Unit 3: Quiz 3

PROFICIENCY
LEVEL

Representative groups

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Lesson 1 - Crystalline and Amorphous Solids

Unit 5: Quiz 1

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Physics

Unit 1: Lesson 1 - Physics - The Foundational Science

Unit 1: Quiz 1

Unit 5: Lesson 10 - Magnetism

Unit 5: Lesson 2 - Induction and Contact
 Unit 5: Lesson 3 - Determining the Polarity of Charge
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 7 - Resistance and Ohm's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 7: LAB: Specific Heat
 Unit 7: Lesson 3 - Thermal Energy and Work
 Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 1
 Unit 7: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
 Unit 1: Quiz 1
 Unit 3: Activity: An Elemental Investigation
 Unit 3: Lab: The Big Metal Mystery
 Unit 3: Lesson 4 - Development of the Periodic Table
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
 Unit 3: Lesson 8 - Periodic Trending
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lab 1: Energy Changes During Chemical Reactions
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 10: Activity: Magnetism
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 3 - Electric Energy and Circuitry
 Unit 10: Lesson 4 - Magnetism
 Unit 10: Lesson 5 - Electromagnetism
 Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
 Unit 10: Lesson 7 - The Evolution of Electronic Devices
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.4:	Bonding and compounds

PROFICIENCY
LEVEL

Bonding (ionic and covalent)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements
 Unit 2: Quiz 1
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Quiz 2
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Lesson 2 - Saturated Hydrocarbons
 Unit 9: Lesson 3 - Unsaturated Hydrocarbons
 Unit 9: Lesson 4 - Functional Groups
 Unit 9: Lesson 5 - Organic Reactions and Polymers
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 10: Chemistry Lab: Analyzing Proteins
 Unit 10: Chemistry Lab: Food Chemistry
 Unit 10: Chemistry Lab: Protein Used As Glue
 Unit 10: Lesson 1 - Carbohydrates
 Unit 10: Lesson 2 - Lipids
 Unit 10: Lesson 3 - Proteins
 Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.5:	Reactions of matter

PROFICIENCY
LEVEL

Chemical reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes
 Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 2 - Compounds
 Unit 2: Quiz 1
 Unit 4: Chemistry Lab: Electrolysis of Water
 Unit 4: Chemistry Lab: Law of Conservation of Mass
 Unit 4: Chemistry Lab: Stoichiometry
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Lesson 4 - Types of Chemical Reactions
 Unit 4: Quiz 2
 Unit 6: Chemistry Lab: Acids and Bases
 Unit 6: Chemistry Lab: Titration of Acids and Bases
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Lesson 4 - Acid-Base Titrations and pH
 Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Nuclear reactions

Chemistry

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

Physics

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: LAB: Radiation Penetration

Unit 10: LAB: Radioactive Decay

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 3 - Applications of Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 1

Unit 10: Quiz 2

IPC

Unit 5: Activity: Life Cycle of a Star

Unit 5: Activity: Nuclear Chemistry: Fission and Fusion

Unit 5: Activity: Nuclear Chemistry: Radioactivity

Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star

Unit 5: Quiz 3

Unit 5: Video Lab: Setting off a Chain Reaction

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.1 :	Conservation of energy

PROFICIENCY
LEVEL

Quantifying kinetic energy

Physics

- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Lesson 8 - Work and Power
- Unit 3: Quiz 3
- Unit 4: LAB: Conversion of Energy
- Unit 4: Lesson 1 - Work and Power
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Lesson 3 - Torque as Force for Work
- Unit 4: Quiz 1
- Unit 7: Lesson 1 - Temperature
- Unit 7: Lesson 3 - Thermal Energy and Work
- Unit 7: Lesson 5 - Heat and Phase
- Unit 7: Lesson 7 - Laws of Thermodynamics
- Unit 7: Lesson 9 - Efficiency of Heat Engines
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: LAB: The Pendulum
- Unit 8: Lesson 1 - Simple Harmonic Motion
- Unit 8: Quiz 1

IPC

- Unit 7: Activity: Forms of Energy
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 7: Video Lab: Making a Simple Steam Engine
- Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
- Unit 8: Quiz 1

PROFICIENCY
LEVEL

Quantifying gravitational potential energy

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Quiz 3
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Quiz 1

IPC

- Unit 6: Video Lab: Verifying Acceleration Due to Gravity
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / PS.EW.2: Transfer and transformation of energy (including work)

Physics

Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchoff's Laws
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 6 - Current Electricity
Unit 5: Quiz 2
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 7: Video Lab: Testing Simple Machines
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 1
Unit 10: Quiz 2

Unit 10: Quiz 3
 Unit 10: Video Lab: Experimenting With Electric Circuits
 Unit 10: Video Lab: Making an Electromagnet

Chemistry

Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Quiz 1
 Unit 7: Lesson 1 - Thermochemistry
 Unit 7: Lesson 2 - Calorimetry and Hess's Law
 Unit 7: Lesson 3 - Reaction Spontaneity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 8: Chemistry Lab: Electrochemistry
 Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Lesson 5 - Electrolytic Cells
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.3 :	Waves

PROFICIENCY
LEVEL

Refraction, reflection, diffraction, absorption, superposition

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air

Unit 8: LAB: Optics

Unit 8: LAB: The Doppler Effect

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Lesson 11 - Color

Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength

Unit 8: Lesson 4 - Wave Interactions

Unit 8: Lesson 5 - Sound

Unit 8: Lesson 6 - Electromagnetic Waves

Unit 8: Lesson 8 - Visible Light

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Quiz 2

IPC

Unit 8: Activity: The Doppler Effect in Action

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Lesson 7 - The Nature of Sound and Waves

Unit 8: Lesson 8 - Sound Properties

Unit 8: Lesson 9 - Using Sound and the Doppler Effect

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference

Unit 9: Lesson 1 - Understanding Electromagnetic Waves

Unit 9: Lesson 4 - Exploring Light

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

Unit 9: Video Lab: Observing Refraction Due to Changes in Medium

Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Radiant energy and the electromagnetic spectrum

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 2
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 2: Video Lab: Testing for Changes in Gas Pressure
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Quiz 2

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY LEVEL	Doppler shift
	<p>IPC</p> <p>Unit 8: Activity: The Doppler Effect in Action Unit 8: Lesson 9 - Using Sound and the Doppler Effect Unit 8: Quiz 3 Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 4 - Exploring Light Unit 9: Lesson 8 - Space System Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p>Physics</p> <p>Unit 8: LAB: The Doppler Effect Unit 8: Lesson 5 - Sound Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / GRADE LEVEL INDICATOR

PS.EW.4: Thermal energy

Chemistry

Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 2 - Heat and Thermal Energy
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Quiz 2
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.5 :	Electricity

PROFICIENCY
LEVEL

Movement of electrons

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 1 - Electrostatics

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 3 - Determining the Polarity of Charge

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Quiz 1

Unit 10: Video Lab: Experimenting With Static Electricity

PROFICIENCY
LEVEL

Current

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 7 - Resistance and Ohm's Law

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Lesson 9 - Electric Circuits

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Lesson 3 - Electric Energy and Circuitry

Unit 10: Lesson 5 - Electromagnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

PROFICIENCY
LEVEL

Electric potential (voltage)

Chemistry

Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 5 - More About Charges
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits

PROFICIENCY
LEVEL

Resistors and transfer of energy

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1
Unit 10: Video Lab: Experimenting With Electric Circuits

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.1 :	Motion

PROFICIENCY
LEVEL

Introduction to one-dimensional vectors

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL Displacement, velocity (constant, average and instantaneous) and acceleration

Physics

- Unit 1: Lesson 6 - Derived SI Units
- Unit 1: Quiz 2
- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 2 - Motion and Force
- Unit 2: Lesson 3 - Displacement
- Unit 2: Lesson 4 - Speed
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Lesson 8 - Newton's Second Law of Motion
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: LAB: Work and Power
- Unit 4: Lesson 1 - Work and Power
- Unit 8: LAB: Calculating the Speed of Sound in Air
- Unit 8: LAB: The Doppler Effect

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
- Unit 6: Lesson 2 - Acceleration
- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Lesson 7 - Newton's Second Law of Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 6: Video Lab: Testing for Acceleration
- Unit 6: Video Lab: Testing the Acceleration Formula
- Unit 6: Video Lab: Verifying Acceleration Due to Gravity

Chemistry

- Unit 1: Lesson 2 - Base Units and Derived Units
- Unit 1: Quiz 1

PROFICIENCY LEVEL Interpreting position vs. time and velocity vs. time graphs

Physics

- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Acceleration Due to Gravity

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 3 - Graphs on Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.2 :	Forces

PROFICIENCY
LEVEL

Force diagrams

Physics

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY
LEVEL

Types of forces (gravity, friction, normal, tension)

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 4 - Speed

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: LAB: Acceleration of Gravity

Unit 3: LAB: Kinetic and Potential Energy

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 2 - Momentum

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 5 - Circular Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Lesson 7 - Forms of Energy

Unit 3: Lesson 8 - Work and Power

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: LAB: Conversion of Energy

Unit 4: LAB: Work and Power

Unit 4: Lesson 1 - Work and Power

Unit 4: Lesson 3 - Torque as Force for Work

Unit 4: Lesson 4 - Simple Machines

Unit 4: Lesson 5 - Simple Machines (continued)

Unit 4: Lesson 6 - Efficiency and Equilibrium

Unit 4: Lesson 7 - Comparing Natural Forces

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 10 - Magnetism

Unit 5: Quiz 3

Unit 7: Lesson 3 - Thermal Energy and Work

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 1

Unit 7: Quiz 3
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Activity: Types of Forces and Force Diagrams
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 2 - Acceleration
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 6: Video Lab: Testing for Acceleration
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Experimenting with a Pendulum
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Field model for forces at a distance

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: Lesson 7 - Comparing Natural Forces
- Unit 4: Quiz 3
- Unit 5: Lesson 10 - Magnetism
- Unit 5: Lesson 2 - Induction and Contact
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 3 - Transformers
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Quiz 1
- Unit 6: Quiz 2

IPC

- Unit 6: Lesson 6 - The Forces of Nature—Gravity
- Unit 6: Quiz 2
- Unit 7: Activity: Forms of Energy
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 4 - Magnetism
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2
- Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.3 :	Dynamics (how forces affect motion)

PROFICIENCY
LEVEL

Objects at rest

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 2 - Motion and Force
Unit 2: Lesson 7 - Newton's First Law of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 2
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY
LEVEL

Objects moving with constant velocity

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1

Physics

Unit 1: Lesson 6 - Derived SI Units
Unit 1: Quiz 2
Unit 2: Lesson 4 - Speed
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2
Unit 3: LAB: Kinetic and Potential Energy
Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: The Doppler Effect

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL	Accelerating objects
	<p><u>Chemistry</u> Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1</p> <p><u>Physics</u> Unit 1: Lesson 6 - Derived SI Units Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 2</p> <p><u>IPC</u> Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 2 - Acceleration Unit 6: Lesson 3 - Graphs on Motion Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Testing for Acceleration Unit 6: Video Lab: Testing the Acceleration Formula Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.1:	History of the universe
		<p><u>IPC</u> Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.2:	Galaxies
		<p><u>IPC</u> Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE
BENCHMARK / GRADE LEVEL INDICATOR	PS.U.3:	Stars

PROFICIENCY LEVEL	Formation: stages of evolution IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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PROFICIENCY LEVEL	Fusion in stars IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.H:	HEREDITY
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.1:	Cellular genetics No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.2:	Structure and function of DNA in cells No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.3:	Genetic mechanisms and inheritance IPC Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.4:	Mutations No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.5:	Modern genetics No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.E:	EVOLUTION
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BENCHMARK / GRADE LEVEL INDICATOR	B.E.1:	Mechanisms
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PROFICIENCY LEVEL	Natural selection No Correlations
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PROFICIENCY LEVEL		Mutation No Correlations
PROFICIENCY LEVEL		Genetic drift No Correlations
PROFICIENCY LEVEL		Gene flow (immigration, emigration) No Correlations
PROFICIENCY LEVEL		Sexual selection No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.E:	EVOLUTION
BENCHMARK / GRADE LEVEL INDICATOR	B.E.2:	Speciation
PROFICIENCY LEVEL		Biological classification expanded to molecular evidence No Correlations
PROFICIENCY LEVEL		Variation of organisms within species due to population genetics and gene frequency No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.1:	Biodiversity
PROFICIENCY LEVEL		Genetic diversity No Correlations
PROFICIENCY LEVEL		Species diversity No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology

STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.2:	Ecosystems

PROFICIENCY LEVEL Equilibrium and disequilibrium

No Correlations

PROFICIENCY LEVEL Carrying capacity

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.3:	Loss of Diversity

PROFICIENCY LEVEL Climate change

No Correlations

PROFICIENCY LEVEL Anthropocene effects

Chemistry
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

Physics
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 3

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

PROFICIENCY LEVEL Extinction

No Correlations

PROFICIENCY LEVEL Invasive species

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.C:	CELLS
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BENCHMARK / GRADE LEVEL INDICATOR	B.C.1:	Cell structure and function
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PROFICIENCY LEVEL

Structure, function and interrelatedness of cell organelles

Chemistry

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Quiz 1

PROFICIENCY LEVEL

Eukaryotic cells and prokaryotic cells

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS
BENCHMARK / GRADE LEVEL INDICATOR	B.C.2:	Cellular processes

PROFICIENCY LEVEL

Characteristics of life regulated by cellular processes

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Chemistry

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Quiz 1

PROFICIENCY LEVEL

Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Chemistry

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.1:	Atomic structure

PROFICIENCY
LEVEL

Evolution of atomic models/theory

Chemistry

Unit 1: Lesson 5 - The Scientific Method

Unit 1: Quiz 2

Unit 2: Lesson 4 - Early Theories of Atomic Structure

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Quiz 2

Physics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 3: Lesson 1 - The Atom's Historical Background

Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

PROFICIENCY
LEVEL

Electrons

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 1
Unit 3: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3

PROFICIENCY
LEVEL

Electron configurations

Chemistry

Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 2
 Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Chemistry Lab: VSEPR Theory
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Quiz 1
 Unit 8: Chemistry Lab: Net Ionic Equations
 Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
 Unit 8: Lesson 1 - Oxidation-Reduction Reactions
 Unit 8: Lesson 2 - Balancing Redox Reactions
 Unit 8: Quiz 1
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Quiz 1

Physics

Unit 9: Lesson 1 - Light Emission
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Lesson 6 - Quantum Mechanics of the Atom
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3

IPC

Unit 3: Activity: An Elemental Investigation
 Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
 Unit 3: Lesson 3 - Modern Atomic Theory
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 2 - Covalent Bonds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 6 - Chemistry of the Carbon Atom
 Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.2:	Periodic Table

PROFICIENCY
LEVEL

Properties

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Lesson 6 - Reaction Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Trends

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 2
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.3:	Chemical bonding

PROFICIENCY
LEVEL

Ionic

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Quiz 1
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Polar/covalent

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 1
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.4:	Representing compounds

PROFICIENCY
LEVEL

Formula writing

Chemistry

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Chemistry Lab: VSEPR Theory

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Lesson 5 - Composition Stoichiometry

Unit 4: Lesson 6 - Reaction Stoichiometry

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Lesson 5 - Electrolytic Cells

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Carbon

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes

Unit 2: Quiz 3

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lab 2: Speeding Up the Reaction Rate

Unit 4: Lesson 1 - Ionic Bonding

Unit 4: Lesson 2 - Covalent Bonds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Lesson 5 - Understanding Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Lesson 8 - Balancing Equations and Reaction Rates

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 5: Activity: Acid and Base Strength

Unit 5: Lesson 5 - Acid and Base Strength

Unit 5: Quiz 2

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements

Unit 2: Quiz 1

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 2

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 2

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

PROFICIENCY
LEVEL

Models and shapes (Lewis structures, ball and stick, molecular geometries)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER

BENCHMARK /
GRADE LEVEL
INDICATOR

C.PM.5: Quantifying matter

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Lesson 3 - Mixtures
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2

Physics

Unit 1: LAB: Lab Instruments
Unit 1: Lesson 5 - The SI System (continued)
Unit 1: Quiz 2
Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 8 - Newton's Second Law of Motion
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 3: Lesson 2 - Momentum
Unit 3: Quiz 1
Unit 4: LAB: Work and Power
Unit 7: LAB: Specific Heat
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 1: Lesson 1 - A Peek Inside the World of Physical Science
Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Quiz 1
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Quiz 1
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 3
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction

PROFICIENCY
LEVEL

Types and strengths

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Quiz 1

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction
PROFICIENCY LEVEL		Implications for properties of substances

INDICATOR

Melting and boiling point

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Quiz 1

Physics

Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 1
Unit 7: Quiz 2

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 5 - Phase Changes
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Video Lab: Observing Phase Changes
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Quiz 1

INDICATOR

Solubility

Chemistry

Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

INDICATOR

Vapor pressure

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.1:	Chemical reactions

PROFICIENCY
LEVEL

Types of reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Kinetics

Chemistry

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 5: Lesson 3 - Changes of State

Unit 5: Quiz 1

Unit 6: Lesson 1 - The Solution Process

Unit 6: Quiz 1

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Physics

Unit 7: Lesson 5 - Heat and Phase

Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 2

Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Energy

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 2
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 4: LAB: Conversion of Energy
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Equilibrium

Chemistry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions

IPC

Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization

PROFICIENCY
LEVEL

Acids/bases

Chemistry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 2

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Quiz 2
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.2:	Gas laws

PROFICIENCY
LEVEL

Pressure, volume and temperature

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

PROFICIENCY
LEVEL

Ideal gas law

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.3:	Stoichiometry

PROFICIENCY LEVEL	<p>Molecular calculations</p> <p><u>Chemistry</u></p> <p>Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1 Unit 2: Lesson 2 - Compounds Unit 2: Quiz 1 Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 3 - Writing and Balancing Chemical Equations Unit 4: Lesson 5 - Composition Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3 Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Lesson 3 - Reaction Spontaneity Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Chemistry Lab: Net Ionic Equations Unit 8: Chemistry Lab: Oxidation and Reduction Reaction Unit 8: Lesson 2 - Balancing Redox Reactions Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Solutions</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Stoichiometry Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 2 - Colligative Properties Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>IPC</u></p> <p>Unit 5: Activity: The Many Shades of Red Cabbage Unit 5: Lesson 2 - Solute Concentration and Solubility Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Limiting reagents</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 1:	Biosphere

PROFICIENCY LEVEL Evolution and adaptation in populations

IPC
Unit 8: Lesson 7 - The Nature of Sound and Waves
Unit 8: Quiz 3

PROFICIENCY LEVEL Biodiversity

No Correlations

PROFICIENCY LEVEL Ecosystems (equilibrium, species interactions, stability)

No Correlations

PROFICIENCY LEVEL Population dynamics

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 2:	Atmosphere

PROFICIENCY LEVEL Atmospheric properties and currents

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

Physics
Unit 1: LAB: Lab Instruments

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH

BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 3:	Lithosphere
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PROFICIENCY LEVEL

Geologic events and processes

IPC

Unit 8: Lesson 4 - Understanding Mechanical Waves
 Unit 8: Lesson 5 - The Properties of Mechanical Waves
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 4:	Hydrosphere
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PROFICIENCY LEVEL

Oceanic currents and patterns (as they relate to climate)

No Correlations

PROFICIENCY LEVEL

Surface and ground water flow patterns and movement

No Correlations

PROFICIENCY LEVEL

Cryosphere

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere
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PROFICIENCY LEVEL

Energy transformation on global, regional and local scales

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 8: Lesson 2 - The Transfer of Thermal Energy
 Unit 8: Quiz 1

PROFICIENCY LEVEL

Biogeochemical cycles

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

PROFICIENCY LEVEL	Ecosystems IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Weather IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1
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PROFICIENCY LEVEL	Climate No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 1:	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
Unit 7: Quiz 3
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Quiz 2
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 2:	Air and air pollution

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3

PROFICIENCY LEVEL	Greenhouse gases IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Clean Air Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 3:	Water and water pollution

PROFICIENCY LEVEL	Potable water and water quality Physics Unit 10: Lesson 3 - Applications of Radioactivity
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PROFICIENCY LEVEL	Hypoxia, eutrophication No Correlations
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PROFICIENCY LEVEL	Clean Water Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Point source and non-point source contamination No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 4:	Soil and land

PROFICIENCY LEVEL	Desertification No Correlations
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PROFICIENCY LEVEL	Mass movement and erosion No Correlations
PROFICIENCY LEVEL	Sediment contamination No Correlations
PROFICIENCY LEVEL	Land use and land management (including food production, agriculture and zoning) No Correlations
PROFICIENCY LEVEL	Solid and hazardous waste Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness
PROFICIENCY LEVEL		Wildlife and wilderness management

INDICATOR Endangered species
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness

PROFICIENCY LEVEL Invasive Species
No Correlations

PROFICIENCY LEVEL	Introduced Species	
	No Correlations	
DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK	ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 1:	<p>Human Population</p> <p><u>Chemistry</u> Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 2:	<p>Potable water quality, use and availability</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p> <p><u>Physics</u> Unit 10: Lesson 3 - Applications of Radioactivity</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 3:	<p>Climate change</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 4:	<p>Sustainability</p> <p><u>IPC</u></p> <p>Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism Unit 10: Quiz 3</p> <p><u>Chemistry</u></p> <p>Unit 8: Lesson 3 - Electrochemical Cells Unit 8: Lesson 4 - Electrode Potential Unit 8: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 5:	<p>Species depletion and extinction</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 6:	<p>Air quality</p> <p><u>IPC</u></p> <p>Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 7:	<p>Food production and availability</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 8:	<p>Deforestation and loss of biodiversity</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 9:	Waste management (solid and hazardous) Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.M:	MINERALS

BENCHMARK / GRADE LEVEL INDICATOR	PG.M.1:	Atoms and elements Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.2:	Chemical bonding (ionic, covalent, metallic) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.3:	Crystallinity (crystal structure) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS

BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 1:	Igneous
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PROFICIENCY LEVEL Mafic and felsic rocks and minerals
No Correlations

PROFICIENCY LEVEL Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)
No Correlations

PROFICIENCY LEVEL Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)
No Correlations

PROFICIENCY LEVEL Magnetic reversals and Earth's magnetic field
Physics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
IPC
Unit 10: Lesson 4 - Magnetism
Unit 10: Quiz 2

PROFICIENCY LEVEL Thermal energy within the Earth
No Correlations

PROFICIENCY LEVEL Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)
No Correlations

PROFICIENCY LEVEL Bowen's Reaction Series (continuous and discontinuous branches)
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG. IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
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BENCHMARK / GRADE LEVEL INDICATOR	PG. IMS. 2:	Metamorphic
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PROFICIENCY LEVEL Pressure, stress, temperature and compressional forces
No Correlations

PROFICIENCY LEVEL Foliated (regional), non-foliated (contact)
No Correlations

PROFICIENCY LEVEL	Parent rock and degrees of metamorphism
	No Correlations

PROFICIENCY LEVEL	Metamorphic zones (where metamorphic rocks are found)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 3:	Sedimentary

PROFICIENCY LEVEL	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)
	No Correlations

PROFICIENCY LEVEL	Depositional environments
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 4:	Ocean

PROFICIENCY LEVEL	Tides (daily, neap and spring)
	No Correlations

PROFICIENCY LEVEL	Currents (deep and shallow, rip and longshore)
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Thermal energy and water density
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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PROFICIENCY LEVEL	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs) No Correlations
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PROFICIENCY LEVEL	Passive and active continental margins No Correlations
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PROFICIENCY LEVEL	Transgressing and regressing sea levels No Correlations
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PROFICIENCY LEVEL	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1	The geologic rock record

PROFICIENCY LEVEL	Relative and absolute age Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1	The geologic rock record
PROFICIENCY LEVEL		Principles to determine relative age

INDICATOR	Original horizontality No Correlations
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INDICATOR	Superposition
	No Correlations

INDICATOR	Cross-cutting relationships
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		Absolute age

INDICATOR	Radiometric dating (isotopes, radioactive decay)
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

INDICATOR	Correct uses of radiometric dating
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Combining relative and absolute age data
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	The geologic time scale
INDICATOR	Comprehending geologic time No Correlations
INDICATOR	Climate changes evident through the rock record No Correlations
INDICATOR	Fossil record No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.1	Internal Earth
PROFICIENCY LEVEL		Seismic waves
INDICATOR		S and P waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2
INDICATOR		Velocities, reflection, refraction of waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.2	Structure of Earth (Note: specific layers were part of grade 8)

PROFICIENCY LEVEL	<p>Asthenosphere</p> <p>Physics Unit 1: LAB: Lab Instruments</p> <p>IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 1 - Investigating Solutions Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Lithosphere</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Mohorovicic boundary (Moho)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Composition of each of the layers of Earth</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Gravity, magnetism and isostasy</p> <p>IPC Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Thermal energy (geothermal gradient and heat flow)</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.3 :	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)

PROFICIENCY LEVEL	<p>Paleomagnetism and magnetic anomalies</p> <p>Physics Unit 5: Lesson 10 - Magnetism Unit 5: Quiz 3</p> <p>IPC Unit 10: Lesson 4 - Magnetism Unit 10: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Paleoclimatology</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.4 :	Plate motion (Note: introduced in grade 8)

PROFICIENCY
LEVEL Causes and evidence of plate motion
No Correlations

PROFICIENCY
LEVEL Measuring plate motion
No Correlations

PROFICIENCY
LEVEL Characteristics of oceanic and continental plates
No Correlations

PROFICIENCY
LEVEL Relationship of plate movement and geologic events
No Correlations

PROFICIENCY
LEVEL Mantle plumes
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.1 :	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy

Unit 4: Quiz 1

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 5 - Controlling Current Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
 Unit 4: Quiz 1
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 5 - Controlling Current Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Lesson 7 - Planet Friendly Electricity
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
 Unit 5: Quiz 3
 Unit 7: Lab 2: The Ultimate Wind-Power Machine
 Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
 Unit 7: Quiz 3
 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
 Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Quiz 2
 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.2 :	Air

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 3

PROFICIENCY
LEVEL

Greenhouse gases

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.3 :	Water

PROFICIENCY
LEVEL

Potable water and water quality

Physics

Unit 10: Lesson 3 - Applications of Radioactivity

PROFICIENCY
LEVEL

Hypoxia, eutrophication

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.4 :	Soil and sediment

PROFICIENCY
LEVEL

Desertification

No Correlations

PROFICIENCY
LEVEL

Mass wasting and erosion

No Correlations

PROFICIENCY
LEVEL

Sediment and contamination

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Evidence of past glaciers (including features formed through erosion or deposition)
	No Correlations

PROFICIENCY LEVEL	Glacial deposition and erosion (including features formed through erosion or deposition)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation
PROFICIENCY LEVEL		Data from ice cores

INDICATOR	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)
	No Correlations

INDICATOR	Evidence of climate changes throughout Earth's history
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Glacial distribution and causes of glaciation
	No Correlations

PROFICIENCY LEVEL	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)
	No Correlations

PROFICIENCY LEVEL	Glacial structure, formation and movement
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.M:	MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.M.1:	Motion Graphs
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PROFICIENCY LEVEL

Position vs. time

Physics
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Velocity vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Acceleration vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
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STANDARD / BENCHMARK	P.M:	MOTION
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BENCHMARK / GRADE LEVEL INDICATOR	P.M.2:	Problem Solving
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PROFICIENCY LEVEL	<p>Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)</p> <p>Physics</p> <p>Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 5 - Velocity Unit 2: Lesson 6 - Acceleration Unit 2: Quiz 2 Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 3 - Graphs on Motion Unit 6: Quiz 1 Unit 6: Quiz 3 Unit 8: Lesson 6 - Mechanical Wave Behavior Unit 8: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)</p> <p>Physics</p> <p>Unit 1: Lesson 6 - Derived SI Units Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 4 - Speed Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 2 Unit 8: LAB: Calculating the Speed of Sound in Air Unit 8: LAB: The Doppler Effect</p> <p>IPC</p> <p>Unit 6: Activity: A State-of-the-Art Collision Preventer Unit 6: Activity: The Forces of Nature - Gravity Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension Unit 6: Lesson 2 - Acceleration Unit 6: Lesson 3 - Graphs on Motion Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Testing for Acceleration Unit 6: Video Lab: Testing the Acceleration Formula Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3</p> <p>Chemistry</p> <p>Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Physics
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STANDARD / BENCHMARK	P.M:	MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.M.3:	Projectile Motion

PROFICIENCY LEVEL Independence of horizontal and vertical motion

Physics

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Lesson 6 - The Forces of Nature—Gravity

Unit 6: Quiz 2

PROFICIENCY LEVEL Problem-solving involving horizontally launched projectiles

Physics

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Lesson 6 - The Forces of Nature—Gravity

Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD	Physics
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STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION
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BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.1: Newton's laws applied to complex problems

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 1 - Matter and Energy

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Quiz 2

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Quiz 2

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

IPC

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force

Unit 6: Lesson 7 - Newton's Second Law of Motion

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Unit 7: Lab 1: Roller Coaster Model

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.2:

Gravitational force and fields

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 3
Unit 3: LAB: Acceleration of Gravity
Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 7 - Comparing Natural Forces
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 8: LAB: The Pendulum
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

Chemistry

Unit 1: Lesson 5 - The Scientific Method
Unit 1: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.3:

Elastic forces

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Quiz 2
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	P.F.4:	Friction force (static and kinetic) <u>Physics</u> Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 4: Lesson 6 - Efficiency and Equilibrium Unit 4: Quiz 2 Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 3 <u>IPC</u> Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2 Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
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BENCHMARK / GRADE LEVEL INDICATOR	P.F.5:	Air resistance and drag <u>Physics</u> Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity <u>IPC</u> Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F.:	MOMENTUM AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.F.6:	Forces in two dimensions

PROFICIENCY
LEVEL

Adding vector forces

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL	Motion down inclines
	<p>Physics</p> <p>Unit 2: Lesson 2 - Motion and Force Unit 2: Lesson 3 - Displacement Unit 2: Lesson 5 - Velocity Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 4 - Coulomb's Law Unit 5: Lesson 5 - More About Charges Unit 5: Quiz 2</p> <p>IPC</p> <p>Unit 6: Activity: The Forces of Nature - Gravity Unit 6: Activity: Types of Forces and Force Diagrams Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - Work and Power Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	Centripetal forces and circular motion
	<p>Physics</p> <p>Unit 3: Lesson 5 - Circular Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 2 Unit 4: Lesson 3 - Torque as Force for Work Unit 4: Lesson 7 - Comparing Natural Forces Unit 4: Quiz 1 Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Physics
STANDARD / BENCHMARK	P.F: MOMENTUM AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.F.7:	Momentum, impulse and conservation of momentum Physics Unit 3: Lesson 2 - Momentum Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 1 Unit 3: Quiz 2 IPC Unit 6: Activity: A State-of-the-Art Collision Preventer Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
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STANDARD / BENCHMARK	P.E:	ENERGY
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BENCHMARK / GRADE LEVEL INDICATOR	P.E.1:	Gravitational potential energy Physics Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	P.E.2:	Energy in springs Physics Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Quiz 2 Unit 7: Lesson 4 - What Is Energy? Unit 7: Quiz 2
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BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.3:

Work and power

Physics

Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 3
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 3

IPC

Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1

BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.4:

Conservation of energy

Chemistry

Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 3

IPC

Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	P.E.5:	<p>Nuclear energy</p> <p><u>Chemistry</u> Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 10: LAB: Radiation Penetration Unit 10: LAB: Radioactive Decay Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p> <p><u>IPC</u> Unit 5: Activity: Life Cycle of a Star Unit 5: Activity: Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3 Unit 5: Video Lab: Setting off a Chain Reaction Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.1:	Wave properties

PROFICIENCY LEVEL	<p>Conservation of energy</p> <p><u>Chemistry</u> Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p><u>Physics</u> Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: LAB: Conversion of Energy Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 3</p> <p><u>IPC</u> Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 3 Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1</p>
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PROFICIENCY
LEVEL

Reflection

Physics

Unit 8: LAB: Optics

Unit 8: LAB: The Doppler Effect

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Lesson 11 - Color

Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength

Unit 8: Lesson 4 - Wave Interactions

Unit 8: Lesson 5 - Sound

Unit 8: Lesson 6 - Electromagnetic Waves

Unit 8: Lesson 8 - Visible Light

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Lesson 8 - Sound Properties

Unit 8: Lesson 9 - Using Sound and the Doppler Effect

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 9: Lesson 4 - Exploring Light

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Refraction

Physics

Unit 8: LAB: Optics

Unit 8: LAB: The Doppler Effect

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Lesson 11 - Color

Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength

Unit 8: Lesson 4 - Wave Interactions

Unit 8: Lesson 5 - Sound

Unit 8: Lesson 6 - Electromagnetic Waves

Unit 8: Lesson 8 - Visible Light

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Lesson 8 - Sound Properties

Unit 8: Lesson 9 - Using Sound and the Doppler Effect

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 9: Lesson 4 - Exploring Light

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Refraction Due to Changes in Medium

Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Interference

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.2:	Light phenomena

PROFICIENCY
LEVEL

Ray diagrams (propagation of light)

Physics

Unit 8: LAB: Optics

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Lesson 7 - Lenses and Optical Instruments

Unit 9: Quiz 2

Unit 9: Quiz 3

PROFICIENCY
LEVEL

Law of reflection (equal angles)

Physics

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Snell's law

Physics

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction patterns

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Quiz 1
Unit 8: Quiz 3
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Quiz 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 2
Unit 9: Quiz 3

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

<p>PROFICIENCY LEVEL</p>	<p>Wave—particle duality of light</p> <p>Chemistry Unit 2: Lesson 5 - Modern Theories of Atomic Structure Unit 2: Quiz 2</p> <p>Physics Unit 8: LAB: Optics Unit 9: Lesson 1 - Light Emission Unit 9: Lesson 3 - Waves or Particles? Unit 9: Lesson 4 - Particles as Waves Unit 9: Lesson 5 - Quantum Physics Unit 9: Lesson 6 - Quantum Mechanics of the Atom Unit 9: Lesson 8 - History of Quantum Physics Unit 9: Quiz 1 Unit 9: Quiz 2 Unit 9: Quiz 3 Unit 10: Lesson 7 - Special Relativity Unit 10: Quiz 3</p> <p>IPC Unit 3: Lesson 3 - Modern Atomic Theory Unit 3: Quiz 1 Unit 9: Lesson 4 - Exploring Light Unit 9: Quiz 2</p>
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<p>PROFICIENCY LEVEL</p>	<p>Visible spectrum of color</p> <p>Physics Unit 8: Lesson 11 - Color Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3</p> <p>IPC Unit 8: Lesson 6 - Mechanical Wave Behavior Unit 8: Quiz 2 Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Video Lab: Splitting White Light With a Prism</p>
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<p>DOMAIN / ACADEMIC CONTENT STANDARD</p>	<p>Physics</p>
<p>STANDARD / BENCHMARK</p>	<p>P.EM: ELECTRICITY AND MAGNETISM</p>

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.1: Charging objects (friction, contact and induction)

Physics

Unit 5: Lesson 10 - Magnetism

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 9: Lesson 1 - Understanding Electromagnetic Waves

Unit 9: Quiz 1

Unit 10: Activity: An Introduction to Electric Charge

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 4 - Magnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Making an Electromagnet

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.2: Coulomb's law

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 10: Activity: An Introduction to Electric Charge

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR P.EM.3: Electric fields and electric potential energy

Physics

- Unit 5: LAB: Ohm's and Kirchhoffs Laws
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 7 - Resistance and Ohm's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Lesson 9 - Electric Circuits
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 3 - Electric Energy and Circuitry
- Unit 10: Lesson 7 - The Evolution of Electronic Devices
- Unit 10: Quiz 1
- Unit 10: Quiz 3
- Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

- Unit 8: Chemistry Lab: Electrochemistry
- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Lesson 5 - Electrolytic Cells
- Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICTY AND MAGNETISM
BENCHMARK / GRADE LEVEL INDICATOR	P.EM.4:	DC circuits

PROFICIENCY LEVEL	Ohm's law <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 8 - AC and DC Electric Power Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 Unit 6: Lesson 4 - Generation of AC Electricity Unit 6: Quiz 2 <u>IPC</u> Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1
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PROFICIENCY LEVEL	Series circuits <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 <u>IPC</u> Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits Unit 10: Video Lab: Making an Electromagnet
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PROFICIENCY LEVEL	Parallel circuits <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 <u>IPC</u> Unit 10: Lab: Strength in Numbers Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits
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PROFICIENCY LEVEL	Mixed circuits No Correlations
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PROFICIENCY
LEVEL

Applying conservation of charge and energy (junction and loop rules)

Physics

- Unit 5: LAB: Ohm's and Kirchhoffs Laws
- Unit 5: Lesson 1 - Electrostatics
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.5: Magnetic fields

Physics

- Unit 5: Lesson 10 - Magnetism
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 3 - Transformers
- Unit 6: Quiz 1

IPC

- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: A Magnetic Visual
- Unit 10: Activity: Magnetism
- Unit 10: Lab: Strength in Numbers
- Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.6: Electromagnetic interactions

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 2
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits
Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.LO:	LEVELS OF ORGANIZATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.1:	Hierarchy of Organization IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3 Physics Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3 Chemistry Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.2:	Types of Tissues No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.3:	Homeostasis Chemistry Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.4:	Anatomical Terminology Chemistry Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1 IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.SM:	SUPPORT AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.1: Integumentary System	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.2: Skeletal System	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.3: Muscular System	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.1: Nervous System	<p><u>IPC</u></p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3</p> <p>Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION
BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.2:	Special Senses

PROFICIENCY LEVEL	Sense of Sight
	<p><u>Physics</u></p> <p>Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3</p> <p><u>IPC</u></p> <p>Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Hearing and Balance
	<p>Physics</p> <p>Unit 8: Lesson 5 - Sound</p> <p>Unit 8: Quiz 2</p> <p>IPC</p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves</p> <p>Unit 8: Lesson 8 - Sound Properties</p> <p>Unit 8: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Taste and Smell
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.3:	Endocrine System
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.T:	TRANSPORT

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.1:	Blood
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.2:	Cardiovascular System
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.3:	Lymphatic and Immune Systems
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.AE:	ABSORPTION AND EXCRETION

BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.1: Digestive System	Chemistry Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.2: Respiratory System	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.3: Urinary System	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.R:	REPRODUCTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.R.1: Reproductive System	IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.1:	Classification of matter

PROFICIENCY
LEVEL

Heterogeneous vs. homogeneous

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1

IPC

Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

PROFICIENCY
LEVEL

Properties of matter

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1
Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Gay-Lussac's Law
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Lesson 4 - The Primary Gas Laws
Unit 5: Lesson 5 - Other Gas Laws
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process

Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Ranking the Densities
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Physics

Unit 2: Lesson 1 - Matter and Energy
Unit 2: Quiz 1
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: LAB: Optics
Unit 8: Lesson 8 - Visible Light
Unit 8: Quiz 3
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

PROFICIENCY
LEVEL

States of matter and its changes

Physics

Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 2

IPC

Unit 2: Activity: Ranking the Densities
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Gay-Lussac's Law
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Lesson 4 - The Primary Gas Laws
Unit 5: Lesson 5 - Other Gas Laws
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.2:	Atoms

PROFICIENCY
LEVEL

Models of the atom (components)

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Quiz 1
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: LAB: Radiation Penetration
Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
Unit 1: Quiz 1
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Activity: Nuclear Chemistry: Fission and Fusion
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 5: Video Lab: Setting off a Chain Reaction

PROFICIENCY
LEVEL

Ions (cations and anions)

Chemistry

Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2

PROFICIENCY
LEVEL

Isotopes

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1

Physics

Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.3:	Periodic trends of the elements

PROFICIENCY
LEVEL

Periodic law

Chemistry

Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2

IPC

Unit 3: Lesson 4 - Development of the Periodic Table
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 2
 Unit 3: Quiz 3

PROFICIENCY
LEVEL

Representative groups

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Identifying Metals
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Chemistry Lab: Electrolysis of Water
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Lesson 4 - Types of Chemical Reactions
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Quiz 1
 Unit 6: Chemistry Lab: Acids and Bases
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Quiz 1
 Unit 6: Quiz 2
 Unit 7: Chemistry Lab: Reaction Rate
 Unit 7: Lesson 4 - Reaction Rate
 Unit 7: Quiz 2
 Unit 9: Activity - Making Slime
 Unit 9: Chemistry Lab: Making Slime
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Lesson 4 - Functional Groups
 Unit 9: Lesson 5 - Organic Reactions and Polymers
 Unit 9: Quiz 1
 Unit 9: Quiz 2

Physics

Unit 1: Lesson 1 - Physics - The Foundational Science
 Unit 1: Quiz 1
 Unit 5: Lesson 10 - Magnetism

Unit 5: Lesson 2 - Induction and Contact
 Unit 5: Lesson 3 - Determining the Polarity of Charge
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 7 - Resistance and Ohm's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 7: LAB: Specific Heat
 Unit 7: Lesson 3 - Thermal Energy and Work
 Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 1
 Unit 7: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
 Unit 1: Quiz 1
 Unit 3: Activity: An Elemental Investigation
 Unit 3: Lab: The Big Metal Mystery
 Unit 3: Lesson 4 - Development of the Periodic Table
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
 Unit 3: Lesson 8 - Periodic Trending
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lab 1: Energy Changes During Chemical Reactions
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 10: Activity: Magnetism
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 3 - Electric Energy and Circuitry
 Unit 10: Lesson 4 - Magnetism
 Unit 10: Lesson 5 - Electromagnetism
 Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
 Unit 10: Lesson 7 - The Evolution of Electronic Devices
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.4:	Bonding and compounds

PROFICIENCY
LEVEL

Bonding (ionic and covalent)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements
 Unit 2: Quiz 1
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Quiz 2
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Lesson 2 - Saturated Hydrocarbons
 Unit 9: Lesson 3 - Unsaturated Hydrocarbons
 Unit 9: Lesson 4 - Functional Groups
 Unit 9: Lesson 5 - Organic Reactions and Polymers
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 10: Chemistry Lab: Analyzing Proteins
 Unit 10: Chemistry Lab: Food Chemistry
 Unit 10: Chemistry Lab: Protein Used As Glue
 Unit 10: Lesson 1 - Carbohydrates
 Unit 10: Lesson 2 - Lipids
 Unit 10: Lesson 3 - Proteins
 Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.5:	Reactions of matter

PROFICIENCY
LEVEL

Chemical reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes
 Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 2 - Compounds
 Unit 2: Quiz 1
 Unit 4: Chemistry Lab: Electrolysis of Water
 Unit 4: Chemistry Lab: Law of Conservation of Mass
 Unit 4: Chemistry Lab: Stoichiometry
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Lesson 4 - Types of Chemical Reactions
 Unit 4: Quiz 2
 Unit 6: Chemistry Lab: Acids and Bases
 Unit 6: Chemistry Lab: Titration of Acids and Bases
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Lesson 4 - Acid-Base Titrations and pH
 Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Nuclear reactions

Chemistry

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

Physics

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: LAB: Radiation Penetration

Unit 10: LAB: Radioactive Decay

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 3 - Applications of Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 1

Unit 10: Quiz 2

IPC

Unit 5: Activity: Life Cycle of a Star

Unit 5: Activity: Nuclear Chemistry: Fission and Fusion

Unit 5: Activity: Nuclear Chemistry: Radioactivity

Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star

Unit 5: Quiz 3

Unit 5: Video Lab: Setting off a Chain Reaction

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.1 :	Conservation of energy

PROFICIENCY LEVEL	<p>Quantifying kinetic energy</p> <p>Physics</p> <p>Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 7 - Forms of Energy Unit 3: Lesson 8 - Work and Power Unit 3: Quiz 3 Unit 4: LAB: Conversion of Energy Unit 4: Lesson 1 - Work and Power Unit 4: Lesson 2 - Mechanical Energy Unit 4: Lesson 3 - Torque as Force for Work Unit 4: Quiz 1 Unit 7: Lesson 1 - Temperature Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 5 - Heat and Phase Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 8: LAB: The Pendulum Unit 8: Lesson 1 - Simple Harmonic Motion Unit 8: Quiz 1</p> <p>IPC</p> <p>Unit 7: Activity: Forms of Energy Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 6 - Forms of Energy Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Making a Simple Steam Engine Unit 8: Lesson 1 - Thermal Energy: Matter on the Move Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Quantifying gravitational potential energy</p> <p>Physics</p> <p>Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1</p> <p>IPC</p> <p>Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / PS.EW.2: Transfer and transformation of energy (including work)

Physics

Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 6 - Current Electricity
Unit 5: Quiz 2
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 7: Video Lab: Testing Simple Machines
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 1
Unit 10: Quiz 2

Unit 10: Quiz 3
 Unit 10: Video Lab: Experimenting With Electric Circuits
 Unit 10: Video Lab: Making an Electromagnet

Chemistry

Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Quiz 1
 Unit 7: Lesson 1 - Thermochemistry
 Unit 7: Lesson 2 - Calorimetry and Hess's Law
 Unit 7: Lesson 3 - Reaction Spontaneity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 8: Chemistry Lab: Electrochemistry
 Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Lesson 5 - Electrolytic Cells
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.3 :	Waves

PROFICIENCY
LEVEL

Refraction, reflection, diffraction, absorption, superposition

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air

Unit 8: LAB: Optics

Unit 8: LAB: The Doppler Effect

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Lesson 11 - Color

Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength

Unit 8: Lesson 4 - Wave Interactions

Unit 8: Lesson 5 - Sound

Unit 8: Lesson 6 - Electromagnetic Waves

Unit 8: Lesson 8 - Visible Light

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Quiz 2

IPC

Unit 8: Activity: The Doppler Effect in Action

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Lesson 7 - The Nature of Sound and Waves

Unit 8: Lesson 8 - Sound Properties

Unit 8: Lesson 9 - Using Sound and the Doppler Effect

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference

Unit 9: Lesson 1 - Understanding Electromagnetic Waves

Unit 9: Lesson 4 - Exploring Light

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

Unit 9: Video Lab: Observing Refraction Due to Changes in Medium

Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Radiant energy and the electromagnetic spectrum

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 2
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 2: Video Lab: Testing for Changes in Gas Pressure
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Quiz 2

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY LEVEL	<p>Doppler shift</p> <p>IPC</p> <p>Unit 8: Activity: The Doppler Effect in Action Unit 8: Lesson 9 - Using Sound and the Doppler Effect Unit 8: Quiz 3 Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 4 - Exploring Light Unit 9: Lesson 8 - Space System Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p>Physics</p> <p>Unit 8: LAB: The Doppler Effect Unit 8: Lesson 5 - Sound Unit 8: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Physical Science
STANDARD / BENCHMARK	PS.EW: ENERGY AND WAVES

BENCHMARK / GRADE LEVEL INDICATOR	<p>PS.EW.4: Thermal energy</p> <p>Chemistry</p> <p>Unit 5: Activity - Observing Changes in the State of Matter Unit 5: Chemistry Lab: Observing Changes in the State Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p>Physics</p> <p>Unit 7: LAB: Specific Heat Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization Unit 7: Lesson 1 - Temperature Unit 7: Lesson 2 - Heat and Thermal Energy Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 4 - Specific Heat Capacity Unit 7: Lesson 5 - Heat and Phase Unit 7: Lesson 6 - Methods of Heat Transfer Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 7: Quiz 3</p> <p>IPC</p> <p>Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids Unit 3: Quiz 2 Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 7: Video Lab: Making a Simple Steam Engine Unit 8: Lab: One Heated Dilemma Unit 8: Lesson 1 - Thermal Energy: Matter on the Move Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.5 :	Electricity

PROFICIENCY
LEVEL

Movement of electrons

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 1 - Electrostatics

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 3 - Determining the Polarity of Charge

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Quiz 1

Unit 10: Video Lab: Experimenting With Static Electricity

PROFICIENCY
LEVEL

Current

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 7 - Resistance and Ohm's Law

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Lesson 9 - Electric Circuits

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Lesson 3 - Electric Energy and Circuitry

Unit 10: Lesson 5 - Electromagnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

PROFICIENCY
LEVEL

Electric potential (voltage)

Chemistry

Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 5 - More About Charges
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits

PROFICIENCY
LEVEL

Resistors and transfer of energy

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1
Unit 10: Video Lab: Experimenting With Electric Circuits

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.1 :	Motion

PROFICIENCY
LEVEL

Introduction to one-dimensional vectors

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL Displacement, velocity (constant, average and instantaneous) and acceleration

Physics

- Unit 1: Lesson 6 - Derived SI Units
- Unit 1: Quiz 2
- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 2 - Motion and Force
- Unit 2: Lesson 3 - Displacement
- Unit 2: Lesson 4 - Speed
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Lesson 8 - Newton's Second Law of Motion
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: LAB: Work and Power
- Unit 4: Lesson 1 - Work and Power
- Unit 8: LAB: Calculating the Speed of Sound in Air
- Unit 8: LAB: The Doppler Effect

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
- Unit 6: Lesson 2 - Acceleration
- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Lesson 7 - Newton's Second Law of Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 6: Video Lab: Testing for Acceleration
- Unit 6: Video Lab: Testing the Acceleration Formula
- Unit 6: Video Lab: Verifying Acceleration Due to Gravity

Chemistry

- Unit 1: Lesson 2 - Base Units and Derived Units
- Unit 1: Quiz 1

PROFICIENCY LEVEL Interpreting position vs. time and velocity vs. time graphs

Physics

- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Acceleration Due to Gravity

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 3 - Graphs on Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.2 :	Forces

PROFICIENCY
LEVEL

Force diagrams

Physics

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY
LEVEL

Types of forces (gravity, friction, normal, tension)

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 4 - Speed

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: LAB: Acceleration of Gravity

Unit 3: LAB: Kinetic and Potential Energy

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 2 - Momentum

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 5 - Circular Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Lesson 7 - Forms of Energy

Unit 3: Lesson 8 - Work and Power

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: LAB: Conversion of Energy

Unit 4: LAB: Work and Power

Unit 4: Lesson 1 - Work and Power

Unit 4: Lesson 3 - Torque as Force for Work

Unit 4: Lesson 4 - Simple Machines

Unit 4: Lesson 5 - Simple Machines (continued)

Unit 4: Lesson 6 - Efficiency and Equilibrium

Unit 4: Lesson 7 - Comparing Natural Forces

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 10 - Magnetism

Unit 5: Quiz 3

Unit 7: Lesson 3 - Thermal Energy and Work

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 1

Unit 7: Quiz 3
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Activity: Types of Forces and Force Diagrams
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 2 - Acceleration
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 6: Video Lab: Testing for Acceleration
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Experimenting with a Pendulum
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Field model for forces at a distance

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: Lesson 7 - Comparing Natural Forces
- Unit 4: Quiz 3
- Unit 5: Lesson 10 - Magnetism
- Unit 5: Lesson 2 - Induction and Contact
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 3 - Transformers
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Quiz 1
- Unit 6: Quiz 2

IPC

- Unit 6: Lesson 6 - The Forces of Nature—Gravity
- Unit 6: Quiz 2
- Unit 7: Activity: Forms of Energy
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 4 - Magnetism
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2
- Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.3 :	Dynamics (how forces affect motion)

PROFICIENCY
LEVEL

Objects at rest

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 2 - Motion and Force
Unit 2: Lesson 7 - Newton's First Law of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 2
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY
LEVEL

Objects moving with constant velocity

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1

Physics

Unit 1: Lesson 6 - Derived SI Units
Unit 1: Quiz 2
Unit 2: Lesson 4 - Speed
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2
Unit 3: LAB: Kinetic and Potential Energy
Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: The Doppler Effect

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL	Accelerating objects
	<p><u>Chemistry</u> Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1</p> <p><u>Physics</u> Unit 1: Lesson 6 - Derived SI Units Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 2</p> <p><u>IPC</u> Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 2 - Acceleration Unit 6: Lesson 3 - Graphs on Motion Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Testing for Acceleration Unit 6: Video Lab: Testing the Acceleration Formula Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.1:	History of the universe
		<p><u>IPC</u> Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.2:	Galaxies
		<p><u>IPC</u> Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE
BENCHMARK / GRADE LEVEL INDICATOR	PS.U.3:	Stars

PROFICIENCY LEVEL	Formation: stages of evolution IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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PROFICIENCY LEVEL	Fusion in stars IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.H:	HEREDITY
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.1:	Cellular genetics No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.2:	Structure and function of DNA in cells No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.3:	Genetic mechanisms and inheritance IPC Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.4:	Mutations No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.5:	Modern genetics No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.E:	EVOLUTION
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BENCHMARK / GRADE LEVEL INDICATOR	B.E.1:	Mechanisms
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PROFICIENCY LEVEL	Natural selection No Correlations
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PROFICIENCY LEVEL	Mutation	No Correlations
PROFICIENCY LEVEL	Genetic drift	No Correlations
PROFICIENCY LEVEL	Gene flow (immigration, emigration)	No Correlations
PROFICIENCY LEVEL	Sexual selection	No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.E:	EVOLUTION
BENCHMARK / GRADE LEVEL INDICATOR	B.E.2:	Speciation
PROFICIENCY LEVEL	Biological classification expanded to molecular evidence	No Correlations
PROFICIENCY LEVEL	Variation of organisms within species due to population genetics and gene frequency	No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.1:	Biodiversity
PROFICIENCY LEVEL	Genetic diversity	No Correlations
PROFICIENCY LEVEL	Species diversity	No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Biology

STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.2:	Ecosystems

PROFICIENCY LEVEL Equilibrium and disequilibrium
No Correlations

PROFICIENCY LEVEL Carrying capacity
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.3:	Loss of Diversity

PROFICIENCY LEVEL Climate change
No Correlations

PROFICIENCY LEVEL Anthropocene effects

Chemistry
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

Physics
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 3

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

PROFICIENCY LEVEL Extinction
No Correlations

PROFICIENCY LEVEL Invasive species
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.C:	CELLS
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BENCHMARK / GRADE LEVEL INDICATOR	B.C.1:	Cell structure and function
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PROFICIENCY LEVEL Structure, function and interrelatedness of cell organelles

Chemistry
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1

PROFICIENCY LEVEL Eukaryotic cells and prokaryotic cells

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS
BENCHMARK / GRADE LEVEL INDICATOR	B.C.2:	Cellular processes

PROFICIENCY LEVEL Characteristics of life regulated by cellular processes

IPC
 Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Chemistry
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1

PROFICIENCY LEVEL Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules

IPC
 Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Chemistry
 Unit 9: Quiz 2
 Unit 10: Chemistry Lab: Analyzing Proteins
 Unit 10: Chemistry Lab: Food Chemistry
 Unit 10: Chemistry Lab: Protein Used As Glue
 Unit 10: Lesson 1 - Carbohydrates
 Unit 10: Lesson 2 - Lipids
 Unit 10: Lesson 3 - Proteins
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.1:	Atomic structure

PROFICIENCY
LEVEL

Evolution of atomic models/theory

Chemistry

Unit 1: Lesson 5 - The Scientific Method

Unit 1: Quiz 2

Unit 2: Lesson 4 - Early Theories of Atomic Structure

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Quiz 2

Physics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 3: Lesson 1 - The Atom's Historical Background

Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

PROFICIENCY
LEVEL

Electrons

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 1
Unit 3: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3

PROFICIENCY
LEVEL

Electron configurations

Chemistry

Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 2
 Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Chemistry Lab: VSEPR Theory
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Quiz 1
 Unit 8: Chemistry Lab: Net Ionic Equations
 Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
 Unit 8: Lesson 1 - Oxidation-Reduction Reactions
 Unit 8: Lesson 2 - Balancing Redox Reactions
 Unit 8: Quiz 1
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Quiz 1

Physics

Unit 9: Lesson 1 - Light Emission
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Lesson 6 - Quantum Mechanics of the Atom
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3

IPC

Unit 3: Activity: An Elemental Investigation
 Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
 Unit 3: Lesson 3 - Modern Atomic Theory
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 2 - Covalent Bonds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 6 - Chemistry of the Carbon Atom
 Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.2:	Periodic Table

PROFICIENCY
LEVEL

Properties

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Lesson 6 - Reaction Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Trends

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 2
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.3:	Chemical bonding

PROFICIENCY
LEVEL

Ionic

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Quiz 1
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Polar/covalent

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 1
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.4:	Representing compounds

PROFICIENCY
LEVEL

Formula writing

Chemistry

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Chemistry Lab: VSEPR Theory

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Lesson 5 - Composition Stoichiometry

Unit 4: Lesson 6 - Reaction Stoichiometry

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Lesson 5 - Electrolytic Cells

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Carbon

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes

Unit 2: Quiz 3

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lab 2: Speeding Up the Reaction Rate

Unit 4: Lesson 1 - Ionic Bonding

Unit 4: Lesson 2 - Covalent Bonds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Lesson 5 - Understanding Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Lesson 8 - Balancing Equations and Reaction Rates

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 5: Activity: Acid and Base Strength

Unit 5: Lesson 5 - Acid and Base Strength

Unit 5: Quiz 2

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements

Unit 2: Quiz 1

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 2

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 2

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

PROFICIENCY
LEVEL

Models and shapes (Lewis structures, ball and stick, molecular geometries)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER

BENCHMARK / GRADE LEVEL INDICATOR	C.PM.5:	Quantifying matter Chemistry Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1 Unit 2: Lesson 1 - Elements Unit 2: Lesson 2 - Compounds Unit 2: Lesson 3 - Mixtures Unit 2: Lesson 4 - Early Theories of Atomic Structure Unit 2: Lesson 5 - Modern Theories of Atomic Structure Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure Unit 2: Quiz 1 Unit 2: Quiz 2 Physics Unit 1: LAB: Lab Instruments Unit 1: Lesson 5 - The SI System (continued) Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 1 - Matter and Energy Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 1 Unit 2: Quiz 3 Unit 3: Lesson 2 - Momentum Unit 3: Quiz 1 Unit 4: LAB: Work and Power Unit 7: LAB: Specific Heat Unit 10: Lesson 6 - Subatomic Particles Unit 10: Quiz 2 IPC Unit 1: Lesson 1 - A Peek Inside the World of Physical Science Unit 1: Lesson 8 - Units of Measurement Unit 1: Quiz 1 Unit 1: Quiz 3 Unit 2: Activity: Composition of Matter: Mixtures and Changes Unit 2: Activity: Separating Mixtures Unit 2: Lesson 1 - Matter: The Stuff Around You Unit 2: Lesson 2 - Properties of Matter Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes Unit 2: Quiz 1 Unit 2: Video Lab: Observing Phase Changes Unit 3: Lesson 1 - The Atom's Historical Background Unit 3: Lesson 3 - Modern Atomic Theory Unit 3: Quiz 1 Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity Unit 5: Quiz 3 Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 2 Unit 6: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction

PROFICIENCY
LEVEL

Types and strengths

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Quiz 1

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction
PROFICIENCY LEVEL		Implications for properties of substances

INDICATOR

Melting and boiling point

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Quiz 1

Physics

Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 1
Unit 7: Quiz 2

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 5 - Phase Changes
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Video Lab: Observing Phase Changes
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Quiz 1

INDICATOR

Solubility

Chemistry

Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

INDICATOR

Vapor pressure

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.1:	Chemical reactions

PROFICIENCY
LEVEL

Types of reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Kinetics

Chemistry

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 5: Lesson 3 - Changes of State

Unit 5: Quiz 1

Unit 6: Lesson 1 - The Solution Process

Unit 6: Quiz 1

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Physics

Unit 7: Lesson 5 - Heat and Phase

Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 2

Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Energy

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 2
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 4: LAB: Conversion of Energy
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Equilibrium

Chemistry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions

IPC

Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization

PROFICIENCY
LEVEL

Acids/bases

Chemistry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 2

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Quiz 2
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.2:	Gas laws

PROFICIENCY
LEVEL

Pressure, volume and temperature

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

PROFICIENCY
LEVEL

Ideal gas law

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.3:	Stoichiometry

PROFICIENCY LEVEL	Molecular calculations <u>Chemistry</u> Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1 Unit 2: Lesson 2 - Compounds Unit 2: Quiz 1 Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 3 - Writing and Balancing Chemical Equations Unit 4: Lesson 5 - Composition Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3 Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Lesson 3 - Reaction Spontaneity Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Chemistry Lab: Net Ionic Equations Unit 8: Chemistry Lab: Oxidation and Reduction Reaction Unit 8: Lesson 2 - Balancing Redox Reactions Unit 8: Quiz 1
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PROFICIENCY LEVEL	Solutions <u>Chemistry</u> Unit 4: Chemistry Lab: Stoichiometry Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 2 - Colligative Properties Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2 <u>IPC</u> Unit 5: Activity: The Many Shades of Red Cabbage Unit 5: Lesson 2 - Solute Concentration and Solubility Unit 5: Quiz 1
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PROFICIENCY LEVEL	Limiting reagents <u>Chemistry</u> Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 1:	Biosphere

PROFICIENCY
LEVEL

Evolution and adaptation in populations

IPC
Unit 8: Lesson 7 - The Nature of Sound and Waves
Unit 8: Quiz 3

PROFICIENCY
LEVEL

Biodiversity

No Correlations

PROFICIENCY
LEVEL

Ecosystems (equilibrium, species interactions, stability)

No Correlations

PROFICIENCY
LEVEL

Population dynamics

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 2:	Atmosphere

PROFICIENCY
LEVEL

Atmospheric properties and currents

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Quiz 1
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

Physics
Unit 1: LAB: Lab Instruments

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH

BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 3:	Lithosphere
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PROFICIENCY LEVEL

Geologic events and processes

IPC

Unit 8: Lesson 4 - Understanding Mechanical Waves
 Unit 8: Lesson 5 - The Properties of Mechanical Waves
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 4:	Hydrosphere
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PROFICIENCY LEVEL

Oceanic currents and patterns (as they relate to climate)

No Correlations

PROFICIENCY LEVEL

Surface and ground water flow patterns and movement

No Correlations

PROFICIENCY LEVEL

Cryosphere

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
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STANDARD / BENCHMARK		EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH
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BENCHMARK / GRADE LEVEL INDICATOR	ENV.ES. 5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere
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PROFICIENCY LEVEL

Energy transformation on global, regional and local scales

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 8: Lesson 2 - The Transfer of Thermal Energy
 Unit 8: Quiz 1

PROFICIENCY LEVEL

Biogeochemical cycles

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

PROFICIENCY LEVEL	Ecosystems IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Weather IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1
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PROFICIENCY LEVEL	Climate No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 1:	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy

Unit 4: Quiz 1

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 5 - Controlling Current Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
 Unit 4: Quiz 1
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 5 - Controlling Current Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Lesson 7 - Planet Friendly Electricity
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
 Unit 5: Quiz 3
 Unit 7: Lab 2: The Ultimate Wind-Power Machine
 Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
 Unit 7: Quiz 3
 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
 Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Quiz 2
 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 2:	Air and air pollution

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 3

PROFICIENCY LEVEL	Greenhouse gases IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Clean Air Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 3:	Water and water pollution

PROFICIENCY LEVEL	Potable water and water quality Physics Unit 10: Lesson 3 - Applications of Radioactivity
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PROFICIENCY LEVEL	Hypoxia, eutrophication No Correlations
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PROFICIENCY LEVEL	Clean Water Act IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3
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PROFICIENCY LEVEL	Point source and non-point source contamination No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 4:	Soil and land

PROFICIENCY LEVEL	Desertification No Correlations
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PROFICIENCY LEVEL	Mass movement and erosion No Correlations
PROFICIENCY LEVEL	Sediment contamination No Correlations
PROFICIENCY LEVEL	Land use and land management (including food production, agriculture and zoning) No Correlations
PROFICIENCY LEVEL	Solid and hazardous waste Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness
PROFICIENCY LEVEL		Wildlife and wilderness management

INDICATOR Endangered species
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK		EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.ER. 5:	Wildlife and wilderness

PROFICIENCY LEVEL Invasive Species
No Correlations

PROFICIENCY LEVEL	Introduced Species	
	No Correlations	
DOMAIN / ACADEMIC CONTENT STANDARD		Environmental Science
STANDARD / BENCHMARK	ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 1:	<p>Human Population</p> <p><u>Chemistry</u> Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 2:	<p>Potable water quality, use and availability</p> <p><u>IPC</u> Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3</p> <p><u>Physics</u> Unit 10: Lesson 3 - Applications of Radioactivity</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 3:	<p>Climate change</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 4:	<p>Sustainability</p> <p><u>IPC</u></p> <p>Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3 Unit 7: Lab 2: The Ultimate Wind-Power Machine Unit 7: Lesson 8 - Energy Resources and Fossil Fuels Unit 7: Quiz 3 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism Unit 10: Quiz 3</p> <p><u>Chemistry</u></p> <p>Unit 8: Lesson 3 - Electrochemical Cells Unit 8: Lesson 4 - Electrode Potential Unit 8: Quiz 2 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 5:	<p>Species depletion and extinction</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 6:	<p>Air quality</p> <p><u>IPC</u></p> <p>Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3</p> <p><u>Physics</u></p> <p>Unit 6: Lesson 6 - Efficient Electric Motors and Lightning Unit 6: Quiz 3</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 7:	<p>Food production and availability</p> <p>No Correlations</p>
BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 8:	<p>Deforestation and loss of biodiversity</p> <p>No Correlations</p>

BENCHMARK / GRADE LEVEL INDICATOR	ENV.GP. 9:	Waste management (solid and hazardous) Chemistry Unit 9: Lesson 5 - Organic Reactions and Polymers Unit 9: Quiz 2 Physics Unit 6: Lesson 7 - Planet Friendly Electricity Unit 6: Quiz 3 IPC Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.M:	MINERALS

BENCHMARK / GRADE LEVEL INDICATOR	PG.M.1:	Atoms and elements Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.2:	Chemical bonding (ionic, covalent, metallic) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.3:	Crystallinity (crystal structure) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability) Chemistry Unit 5: Lesson 1 - Crystalline and Amorphous Solids Unit 5: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS

BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 1:	Igneous
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PROFICIENCY LEVEL Mafic and felsic rocks and minerals
No Correlations

PROFICIENCY LEVEL Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)
No Correlations

PROFICIENCY LEVEL Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)
No Correlations

PROFICIENCY LEVEL Magnetic reversals and Earth's magnetic field
Physics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
IPC
Unit 10: Lesson 4 - Magnetism
Unit 10: Quiz 2

PROFICIENCY LEVEL Thermal energy within the Earth
No Correlations

PROFICIENCY LEVEL Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)
No Correlations

PROFICIENCY LEVEL Bowen's Reaction Series (continuous and discontinuous branches)
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
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STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
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BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 2:	Metamorphic
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PROFICIENCY LEVEL Pressure, stress, temperature and compressional forces
No Correlations

PROFICIENCY LEVEL Foliated (regional), non-foliated (contact)
No Correlations

PROFICIENCY LEVEL	Parent rock and degrees of metamorphism
	No Correlations

PROFICIENCY LEVEL	Metamorphic zones (where metamorphic rocks are found)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 3:	Sedimentary

PROFICIENCY LEVEL	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)
	No Correlations

PROFICIENCY LEVEL	Depositional environments
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS
BENCHMARK / GRADE LEVEL INDICATOR	PG.IMS. 4:	Ocean

PROFICIENCY LEVEL	Tides (daily, neap and spring)
	No Correlations

PROFICIENCY LEVEL	Currents (deep and shallow, rip and longshore)
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Thermal energy and water density
	IPC Unit 8: Lesson 2 - The Transfer of Thermal Energy Unit 8: Quiz 1

PROFICIENCY LEVEL	Waves IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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PROFICIENCY LEVEL	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs) No Correlations
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PROFICIENCY LEVEL	Passive and active continental margins No Correlations
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PROFICIENCY LEVEL	Transgressing and regressing sea levels No Correlations
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PROFICIENCY LEVEL	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas) No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Relative and absolute age Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		Principles to determine relative age

INDICATOR	Original horizontality No Correlations
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INDICATOR	Superposition
	No Correlations

INDICATOR	Cross-cutting relationships
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record
PROFICIENCY LEVEL		Absolute age

INDICATOR	Radiometric dating (isotopes, radioactive decay)
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

INDICATOR	Correct uses of radiometric dating
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	Combining relative and absolute age data
	Physics Unit 10: Lesson 3 - Applications of Radioactivity Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.EH:	EARTH'S HISTORY
BENCHMARK / GRADE LEVEL INDICATOR	PG.EH.1 :	The geologic rock record

PROFICIENCY LEVEL	The geologic time scale
INDICATOR	Comprehending geologic time No Correlations
INDICATOR	Climate changes evident through the rock record No Correlations
INDICATOR	Fossil record No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.1	Internal Earth
PROFICIENCY LEVEL		Seismic waves
INDICATOR		S and P waves <u>IPC</u> Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2
INDICATOR		Velocities, reflection, refraction of waves <u>IPC</u> Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.2	Structure of Earth (Note: specific layers were part of grade 8)

PROFICIENCY LEVEL	<p>Asthenosphere</p> <p>Physics Unit 1: LAB: Lab Instruments</p> <p>IPC Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions Unit 4: Quiz 3 Unit 5: Lesson 1 - Investigating Solutions Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Lithosphere</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Mohorovicic boundary (Moho)</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Composition of each of the layers of Earth</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	<p>Gravity, magnetism and isostasy</p> <p>IPC Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Thermal energy (geothermal gradient and heat flow)</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.3 :	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)

PROFICIENCY LEVEL	<p>Paleomagnetism and magnetic anomalies</p> <p>Physics Unit 5: Lesson 10 - Magnetism Unit 5: Quiz 3</p> <p>IPC Unit 10: Lesson 4 - Magnetism Unit 10: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Paleoclimatology</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.PT:	PLATE TECTONICS
BENCHMARK / GRADE LEVEL INDICATOR	PG.PT.4 :	Plate motion (Note: introduced in grade 8)

PROFICIENCY
LEVEL Causes and evidence of plate motion
No Correlations

PROFICIENCY
LEVEL Measuring plate motion
No Correlations

PROFICIENCY
LEVEL Characteristics of oceanic and continental plates
No Correlations

PROFICIENCY
LEVEL Relationship of plate movement and geologic events
No Correlations

PROFICIENCY
LEVEL Mantle plumes
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.1 :	Energy resources

PROFICIENCY
LEVEL

Renewable and nonrenewable energy sources and efficiency

Physics

Unit 4: Lesson 2 - Mechanical Energy

Unit 4: Quiz 1

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 5 - Controlling Current Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Alternate energy sources and efficiency

Physics

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 2

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Quiz 2

IPC

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Quiz 3

Unit 7: Lab 2: The Ultimate Wind-Power Machine

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

Unit 10: Lesson 8 - Shaping Our World With Electromagnetism

Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

PROFICIENCY
LEVEL

Resource availability

Physics

Unit 4: Lesson 2 - Mechanical Energy
 Unit 4: Quiz 1
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 6: Lesson 4 - Generation of AC Electricity
 Unit 6: Lesson 5 - Controlling Current Electricity
 Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Lesson 7 - Planet Friendly Electricity
 Unit 6: Quiz 2
 Unit 6: Quiz 3
 Unit 10: Lesson 4 - Fission
 Unit 10: Lesson 5 - Fusion
 Unit 10: Quiz 2

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3
 Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
 Unit 5: Quiz 3
 Unit 7: Lab 2: The Ultimate Wind-Power Machine
 Unit 7: Lesson 8 - Energy Resources and Fossil Fuels
 Unit 7: Quiz 3
 Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
 Unit 10: Quiz 3

Chemistry

Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Quiz 2
 Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
 Unit 10: Lesson 5 - Fission and Fusion Reactions
 Unit 10: Quiz 2

PROFICIENCY
LEVEL

Mining and resource extraction

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.2 :	Air

PROFICIENCY
LEVEL

Primary and secondary contaminants

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Physics

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
 Unit 6: Quiz 3

PROFICIENCY
LEVEL

Greenhouse gases

IPC

Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions

Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions

Unit 4: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.3 :	Water

PROFICIENCY
LEVEL

Potable water and water quality

Physics

Unit 10: Lesson 3 - Applications of Radioactivity

PROFICIENCY
LEVEL

Hypoxia, eutrophication

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.ER:	EARTH'S RESOURCES
BENCHMARK / GRADE LEVEL INDICATOR	PG.ER.4 :	Soil and sediment

PROFICIENCY
LEVEL

Desertification

No Correlations

PROFICIENCY
LEVEL

Mass wasting and erosion

No Correlations

PROFICIENCY
LEVEL

Sediment and contamination

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Evidence of past glaciers (including features formed through erosion or deposition)
	No Correlations

PROFICIENCY LEVEL	Glacial deposition and erosion (including features formed through erosion or deposition)
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation
PROFICIENCY LEVEL		Data from ice cores

INDICATOR	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)
	No Correlations

INDICATOR	Evidence of climate changes throughout Earth's history
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Geology
STANDARD / BENCHMARK	PG.GG:	GLACIAL GEOLOGY
BENCHMARK / GRADE LEVEL INDICATOR	PG.GG. 1:	Glaciers and glaciation

PROFICIENCY LEVEL	Glacial distribution and causes of glaciation
	No Correlations

PROFICIENCY LEVEL	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)
	No Correlations

PROFICIENCY LEVEL	Glacial structure, formation and movement
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.M:	MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.M.1:	Motion Graphs
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PROFICIENCY LEVEL

Position vs. time

Physics
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Velocity vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL

Acceleration vs. time

Physics
Unit 2: Lesson 6 - Acceleration
Unit 2: Quiz 2

IPC
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
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STANDARD / BENCHMARK	P.M:	MOTION
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BENCHMARK / GRADE LEVEL INDICATOR	P.M.2:	Problem Solving
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PROFICIENCY LEVEL	<p>Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)</p> <p>Physics</p> <p>Unit 2: LAB: Newton's 1st and 2nd Laws of Motion</p> <p>Unit 2: Lesson 5 - Velocity</p> <p>Unit 2: Lesson 6 - Acceleration</p> <p>Unit 2: Quiz 2</p> <p>Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lab: Newton and His Three Laws</p> <p>Unit 6: Lesson 3 - Graphs on Motion</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: Quiz 3</p> <p>Unit 8: Lesson 6 - Mechanical Wave Behavior</p> <p>Unit 8: Quiz 2</p>
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PROFICIENCY LEVEL	<p>Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)</p> <p>Physics</p> <p>Unit 1: Lesson 6 - Derived SI Units</p> <p>Unit 1: Quiz 2</p> <p>Unit 2: LAB: Newton's 1st and 2nd Laws of Motion</p> <p>Unit 2: Lesson 4 - Speed</p> <p>Unit 2: Lesson 6 - Acceleration</p> <p>Unit 2: Lesson 8 - Newton's Second Law of Motion</p> <p>Unit 2: Quiz 2</p> <p>Unit 2: Quiz 3</p> <p>Unit 3: LAB: Kinetic and Potential Energy</p> <p>Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>Unit 3: Lesson 4 - Nonlinear Motion</p> <p>Unit 3: Quiz 2</p> <p>Unit 8: LAB: Calculating the Speed of Sound in Air</p> <p>Unit 8: LAB: The Doppler Effect</p> <p>IPC</p> <p>Unit 6: Activity: A State-of-the-Art Collision Preventer</p> <p>Unit 6: Activity: The Forces of Nature - Gravity</p> <p>Unit 6: Lab: Newton and His Three Laws</p> <p>Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension</p> <p>Unit 6: Lesson 2 - Acceleration</p> <p>Unit 6: Lesson 3 - Graphs on Motion</p> <p>Unit 6: Lesson 6 - The Forces of Nature—Gravity</p> <p>Unit 6: Lesson 7 - Newton's Second Law of Motion</p> <p>Unit 6: Quiz 1</p> <p>Unit 6: Quiz 2</p> <p>Unit 6: Quiz 3</p> <p>Unit 6: Video Lab: Testing for Acceleration</p> <p>Unit 6: Video Lab: Testing the Acceleration Formula</p> <p>Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p> <p>Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations</p> <p>Unit 7: Lesson 7 - Energy Transformations</p> <p>Unit 7: Quiz 2</p> <p>Unit 7: Quiz 3</p> <p>Chemistry</p> <p>Unit 1: Lesson 2 - Base Units and Derived Units</p> <p>Unit 1: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD	Physics
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STANDARD / BENCHMARK	P.M:	MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.M.3:	Projectile Motion

PROFICIENCY LEVEL Independence of horizontal and vertical motion

Physics
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Quiz 2

IPC
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2

PROFICIENCY LEVEL Problem-solving involving horizontally launched projectiles

Physics
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Quiz 2

IPC
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.1: Newton's laws applied to complex problems

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 1 - Matter and Energy

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Quiz 2

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Quiz 2

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Quiz 3

IPC

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force

Unit 6: Lesson 7 - Newton's Second Law of Motion

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Unit 7: Lab 1: Roller Coaster Model

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.2:

Gravitational force and fields

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 3
Unit 3: LAB: Acceleration of Gravity
Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 1 - Acceleration Due to Gravity
Unit 3: Lesson 4 - Nonlinear Motion
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 7 - Comparing Natural Forces
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 8: LAB: The Pendulum
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Quiz 2
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

Chemistry

Unit 1: Lesson 5 - The Scientific Method
Unit 1: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.F.3:

Elastic forces

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1

IPC

Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Quiz 2
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 2

BENCHMARK / GRADE LEVEL INDICATOR	P.F.4:	<p>Friction force (static and kinetic)</p> <p>Physics</p> <p>Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 4: Lesson 6 - Efficiency and Equilibrium Unit 4: Quiz 2 Unit 7: Lesson 3 - Thermal Energy and Work Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 1 Unit 7: Quiz 3</p> <p>IPC</p> <p>Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2 Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items</p>
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BENCHMARK / GRADE LEVEL INDICATOR	P.F.5:	<p>Air resistance and drag</p> <p>Physics</p> <p>Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity</p> <p>IPC</p> <p>Unit 6: Lesson 6 - The Forces of Nature—Gravity Unit 6: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.F:	MOMENTUM AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	P.F.6:	Forces in two dimensions

PROFICIENCY
LEVEL

Adding vector forces

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL	Motion down inclines
	<p>Physics</p> <p>Unit 2: Lesson 2 - Motion and Force Unit 2: Lesson 3 - Displacement Unit 2: Lesson 5 - Velocity Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams Unit 2: Quiz 1 Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 4 - Coulomb's Law Unit 5: Lesson 5 - More About Charges Unit 5: Quiz 2</p> <p>IPC</p> <p>Unit 6: Activity: The Forces of Nature - Gravity Unit 6: Activity: Types of Forces and Force Diagrams Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 7: Lesson 1 - Work and Power Unit 7: Quiz 1</p>

PROFICIENCY LEVEL	Centripetal forces and circular motion
	<p>Physics</p> <p>Unit 3: Lesson 5 - Circular Motion Unit 3: Lesson 6 - Circular Motion (continued) Unit 3: Quiz 2 Unit 4: Lesson 3 - Torque as Force for Work Unit 4: Lesson 7 - Comparing Natural Forces Unit 4: Quiz 1 Unit 4: Quiz 3</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Physics
STANDARD / BENCHMARK	P.F: MOMENTUM AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	P.F.7:	Momentum, impulse and conservation of momentum Physics Unit 3: Lesson 2 - Momentum Unit 3: Lesson 3 - Conservation of Momentum Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 1 Unit 3: Quiz 2 IPC Unit 6: Activity: A State-of-the-Art Collision Preventer Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion Unit 6: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.E:	ENERGY

BENCHMARK / GRADE LEVEL INDICATOR	P.E.1:	Gravitational potential energy Physics Unit 3: LAB: Acceleration of Gravity Unit 3: LAB: Kinetic and Potential Energy Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Video Lab: Verifying Acceleration Due to Gravity Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 4 - What Is Energy? Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 2 Unit 7: Quiz 3
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BENCHMARK / GRADE LEVEL INDICATOR	P.E.2:	Energy in springs Physics Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 IPC Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Quiz 2 Unit 7: Lesson 4 - What Is Energy? Unit 7: Quiz 2
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BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.3:

Work and power

Physics

Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 3
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 3
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 3

IPC

Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1

BENCHMARK /
GRADE LEVEL
INDICATOR

P.E.4:

Conservation of energy

Chemistry

Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 3: Lesson 7 - Forms of Energy
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Quiz 1
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 3

IPC

Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR	P.E.5:	<p>Nuclear energy</p> <p><u>Chemistry</u> Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation Unit 10: Lesson 5 - Fission and Fusion Reactions Unit 10: Quiz 2</p> <p><u>Physics</u> Unit 10: LAB: Radiation Penetration Unit 10: LAB: Radioactive Decay Unit 10: Lesson 4 - Fission Unit 10: Lesson 5 - Fusion Unit 10: Quiz 2</p> <p><u>IPC</u> Unit 5: Activity: Life Cycle of a Star Unit 5: Activity: Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3 Unit 5: Video Lab: Setting off a Chain Reaction Unit 7: Activity: Forms of Energy Unit 7: Lesson 6 - Forms of Energy Unit 7: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.1:	Wave properties

PROFICIENCY LEVEL	<p>Conservation of energy</p> <p><u>Chemistry</u> Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Quiz 1</p> <p><u>Physics</u> Unit 3: Lesson 7 - Forms of Energy Unit 3: Quiz 3 Unit 4: LAB: Conversion of Energy Unit 4: Lesson 2 - Mechanical Energy Unit 4: Quiz 1 Unit 7: Lesson 7 - Laws of Thermodynamics Unit 7: Lesson 9 - Efficiency of Heat Engines Unit 7: Quiz 3</p> <p><u>IPC</u> Unit 7: Lab 1: Roller Coaster Model Unit 7: Lesson 7 - Energy Transformations Unit 7: Quiz 3 Unit 8: Lesson 3 - Thermodynamics of Heat Unit 8: Quiz 1 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1</p>
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PROFICIENCY
LEVEL

Reflection

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Refraction

Physics

Unit 8: LAB: Optics
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Quiz 2
Unit 9: Video Lab: Observing Refraction Due to Changes in Medium
Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Interference

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Lesson 9 - Using Sound and the Doppler Effect
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Lesson 5 - Sound
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Quiz 2

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Lesson 8 - Sound Properties
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference
Unit 9: Lesson 4 - Exploring Light
Unit 9: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.W:	WAVES
BENCHMARK / GRADE LEVEL INDICATOR	P.W.2:	Light phenomena

PROFICIENCY
LEVEL

Ray diagrams (propagation of light)

Physics

Unit 8: LAB: Optics

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Lesson 7 - Lenses and Optical Instruments

Unit 9: Quiz 2

Unit 9: Quiz 3

PROFICIENCY
LEVEL

Law of reflection (equal angles)

Physics

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

PROFICIENCY
LEVEL

Snell's law

Physics

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Diffraction patterns

Physics

Unit 8: LAB: Optics
Unit 8: Lesson 10 - Refraction and Diffraction
Unit 8: Lesson 11 - Color
Unit 8: Lesson 4 - Wave Interactions
Unit 8: Quiz 1
Unit 8: Quiz 3
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior
Unit 8: Quiz 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 2
Unit 9: Quiz 3

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Wave—particle duality of light

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Physics

Unit 8: LAB: Optics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 7 - Special Relativity

Unit 10: Quiz 3

IPC

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

Unit 9: Lesson 4 - Exploring Light

Unit 9: Quiz 2

PROFICIENCY
LEVEL

Visible spectrum of color

Physics

Unit 8: Lesson 11 - Color

Unit 8: Lesson 8 - Visible Light

Unit 8: Quiz 3

IPC

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Quiz 2

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Quiz 2

Unit 9: Video Lab: Splitting White Light With a Prism

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Physics

STANDARD /
BENCHMARK

P.EM:

ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.1: Charging objects (friction, contact and induction)

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Quiz 1
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Video Lab: Making an Electromagnet

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.2: Coulomb's law

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 2

IPC

Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

BENCHMARK / GRADE LEVEL INDICATOR P.EM.3: Electric fields and electric potential energy

Physics

- Unit 5: LAB: Ohm's and Kirchhoffs Laws
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Lesson 6 - Current Electricity
- Unit 5: Lesson 7 - Resistance and Ohm's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Lesson 9 - Electric Circuits
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 5 - Controlling Current Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 3 - Electric Energy and Circuitry
- Unit 10: Lesson 7 - The Evolution of Electronic Devices
- Unit 10: Quiz 1
- Unit 10: Quiz 3
- Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

- Unit 8: Chemistry Lab: Electrochemistry
- Unit 8: Lesson 3 - Electrochemical Cells
- Unit 8: Lesson 4 - Electrode Potential
- Unit 8: Lesson 5 - Electrolytic Cells
- Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICTY AND MAGNETISM
BENCHMARK / GRADE LEVEL INDICATOR	P.EM.4:	DC circuits

PROFICIENCY LEVEL	Ohm's law <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 8 - AC and DC Electric Power Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 Unit 6: Lesson 4 - Generation of AC Electricity Unit 6: Quiz 2 <u>IPC</u> Unit 10: Lesson 2 - Electricity on the Move: Electric Currents Unit 10: Quiz 1
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PROFICIENCY LEVEL	Series circuits <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 <u>IPC</u> Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits Unit 10: Video Lab: Making an Electromagnet
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PROFICIENCY LEVEL	Parallel circuits <u>Physics</u> Unit 5: LAB: Ohm's and Kirchhoff's Laws Unit 5: Lesson 7 - Resistance and Ohm's Law Unit 5: Lesson 9 - Electric Circuits Unit 5: Quiz 3 <u>IPC</u> Unit 10: Lab: Strength in Numbers Unit 10: Lesson 3 - Electric Energy and Circuitry Unit 10: Quiz 1 Unit 10: Video Lab: Experimenting With Electric Circuits
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PROFICIENCY LEVEL	Mixed circuits No Correlations
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PROFICIENCY
LEVEL

Applying conservation of charge and energy (junction and loop rules)

Physics

- Unit 5: LAB: Ohm's and Kirchhoffs Laws
- Unit 5: Lesson 1 - Electrostatics
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 8 - AC and DC Electric Power
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3

IPC

- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physics
STANDARD / BENCHMARK	P.EM:	ELECTRICITY AND MAGNETISM

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.5: Magnetic fields

Physics

- Unit 5: Lesson 10 - Magnetism
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 3 - Transformers
- Unit 6: Quiz 1

IPC

- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: A Magnetic Visual
- Unit 10: Activity: Magnetism
- Unit 10: Lab: Strength in Numbers
- Unit 10: Quiz 2

BENCHMARK /
GRADE LEVEL
INDICATOR

P.EM.6: Electromagnetic interactions

Physics

Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Quiz 2
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 2
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits
Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.LO:	LEVELS OF ORGANIZATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.1:	Hierarchy of Organization IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3 Physics Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3 Chemistry Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.2:	Types of Tissues No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.3:	Homeostasis Chemistry Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.LO.4:	Anatomical Terminology Chemistry Unit 6: Lesson 1 - The Solution Process Unit 6: Quiz 1 Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1 IPC Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.SM:	SUPPORT AND MOTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.1: Integumentary System	No Correlations
BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.2: Skeletal System	No Correlations
BENCHMARK / GRADE LEVEL INDICATOR	AP.SM.3: Muscular System	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION

BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.1: Nervous System	<p><u>IPC</u></p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves Unit 8: Quiz 3 Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION
BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.2:	Special Senses

PROFICIENCY LEVEL	Sense of Sight
	<p><u>Physics</u></p> <p>Unit 8: LAB: Optics Unit 8: Lesson 8 - Visible Light Unit 8: Quiz 3</p> <p><u>IPC</u></p> <p>Unit 9: Activity: An Eye-Opening Comparison Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2 Unit 9: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Hearing and Balance
	<p>Physics</p> <p>Unit 8: Lesson 5 - Sound</p> <p>Unit 8: Quiz 2</p> <p>IPC</p> <p>Unit 8: Lesson 7 - The Nature of Sound and Waves</p> <p>Unit 8: Lesson 8 - Sound Properties</p> <p>Unit 8: Quiz 3</p>

PROFICIENCY LEVEL	Senses of Taste and Smell
	No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	Human Anatomy and Physiology
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STANDARD / BENCHMARK	AP.IC:	INTEGRATION AND COORDINATION
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BENCHMARK / GRADE LEVEL INDICATOR	AP.IC.3:	Endocrine System
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	Human Anatomy and Physiology
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STANDARD / BENCHMARK	AP.T:	TRANSPORT
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BENCHMARK / GRADE LEVEL INDICATOR	AP.T.1:	Blood
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.2:	Cardiovascular System
		<p>Chemistry</p> <p>Unit 10: Lesson 3 - Proteins</p> <p>Unit 10: Quiz 1</p>

BENCHMARK / GRADE LEVEL INDICATOR	AP.T.3:	Lymphatic and Immune Systems
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	Human Anatomy and Physiology
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STANDARD / BENCHMARK	AP.AE:	ABSORPTION AND EXCRETION
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.1: Digestive System	Chemistry Unit 10: Lesson 1 - Carbohydrates Unit 10: Lesson 2 - Lipids Unit 10: Lesson 3 - Proteins Unit 10: Quiz 1
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.2: Respiratory System	No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	AP.AE.3: Urinary System	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Human Anatomy and Physiology
STANDARD / BENCHMARK	AP.R:	REPRODUCTION

BENCHMARK / GRADE LEVEL INDICATOR	AP.R.1: Reproductive System	IPC Unit 8: Lesson 4 - Understanding Mechanical Waves Unit 8: Lesson 5 - The Properties of Mechanical Waves Unit 8: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.1:	Classification of matter

PROFICIENCY
LEVEL

Heterogeneous vs. homogeneous

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 3 - Mixtures

Unit 2: Quiz 1

Unit 6: Chemistry Lab: Electrolytes

Unit 6: Lesson 1 - The Solution Process

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Quiz 1

IPC

Unit 2: Activity: Composition of Matter: Mixtures and Changes

Unit 2: Activity: Separating Mixtures

Unit 2: Lesson 1 - Matter: The Stuff Around You

Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes

Unit 2: Quiz 1

Unit 5: Lab: What Is the Solubility Curve of Sugar?

Unit 5: Lesson 1 - Investigating Solutions

Unit 5: Quiz 1

Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

PROFICIENCY
LEVEL

Properties of matter

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 2: Chemistry Lab: Separating Mixtures

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Lesson 3 - Mixtures

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Activity - Observing Changes in the State of Matter

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Chemistry Lab: Observing Changes in the State

Unit 5: Lesson 1 - Crystalline and Amorphous Solids

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Electrolytes

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 1 - The Solution Process

Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Ranking the Densities
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Lesson 4 - States of Matter and Energy
Unit 2: Lesson 5 - Phase Changes
Unit 2: Lesson 6 - Behavior of Gases
Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Quiz 1
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

Physics

Unit 2: Lesson 1 - Matter and Energy
Unit 2: Quiz 1
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 2 - Induction and Contact
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: LAB: Optics
Unit 8: Lesson 8 - Visible Light
Unit 8: Quiz 3
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

PROFICIENCY
LEVEL

States of matter and its changes

Physics

Unit 7: LAB: Specific Heat
 Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
 Unit 7: Lesson 5 - Heat and Phase
 Unit 7: Quiz 2

IPC

Unit 2: Activity: Ranking the Densities
 Unit 2: Lesson 4 - States of Matter and Energy
 Unit 2: Lesson 5 - Phase Changes
 Unit 2: Lesson 6 - Behavior of Gases
 Unit 2: Lesson 7 - Chemical and Physical Changes
 Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement
 Unit 2: Quiz 2
 Unit 2: Quiz 3
 Unit 2: Video Lab: Observing Phase Changes
 Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
 Unit 3: Quiz 3
 Unit 7: Video Lab: Making a Simple Steam Engine

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
 Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 3 - Mixtures
 Unit 2: Quiz 1
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Quiz 2
 Unit 5: Activity - Observing Changes in the State of Matter
 Unit 5: Chemistry Lab: Gay-Lussac's Law
 Unit 5: Chemistry Lab: Observing Changes in the State
 Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Lesson 2 - Liquids and Gases
 Unit 5: Lesson 3 - Changes of State
 Unit 5: Lesson 4 - The Primary Gas Laws
 Unit 5: Lesson 5 - Other Gas Laws
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 6: Chemistry Lab: Electrolytes
 Unit 6: Lesson 1 - The Solution Process
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1
 Unit 7: Lesson 1 - Thermochemistry
 Unit 7: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.2:	Atoms

PROFICIENCY
LEVEL

Models of the atom (components)

Chemistry

Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 4 - Early Theories of Atomic Structure
 Unit 2: Lesson 5 - Modern Theories of Atomic Structure
 Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 1

Unit 2: Quiz 2
Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Quiz 1
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Lesson 5 - Fission and Fusion Reactions
Unit 10: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Lesson 3 - Determining the Polarity of Charge
Unit 5: Lesson 5 - More About Charges
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: LAB: Radiation Penetration
Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Lesson 4 - Fission
Unit 10: Lesson 5 - Fusion
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
Unit 1: Quiz 1
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Activity: Nuclear Chemistry: Fission and Fusion
Unit 5: Activity: Nuclear Chemistry: Radioactivity
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion
Unit 5: Quiz 3
Unit 5: Video Lab: Setting off a Chain Reaction

PROFICIENCY
LEVEL

Ions (cations and anions)

Chemistry

Unit 3: Chemistry Lab: Identifying Metals
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2

PROFICIENCY
LEVEL

Isotopes

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1

Physics

Unit 10: LAB: Radioactive Decay
Unit 10: Lesson 1 - The Nucleus
Unit 10: Lesson 2 - Radioactivity
Unit 10: Quiz 1

IPC

Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.3:	Periodic trends of the elements

PROFICIENCY
LEVEL

Periodic law

Chemistry

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

IPC

Unit 3: Lesson 4 - Development of the Periodic Table

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons

Unit 3: Quiz 2

Unit 3: Quiz 3

PROFICIENCY
LEVEL

Representative groups

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Lesson 1 - Historical Development of the Periodic Table

Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table

Unit 3: Lesson 3 - Periodic Trends

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 5: Lesson 1 - Crystalline and Amorphous Solids

Unit 5: Quiz 1

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Lesson 2 - Colligative Properties

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Physics

Unit 1: Lesson 1 - Physics - The Foundational Science

Unit 1: Quiz 1

Unit 5: Lesson 10 - Magnetism

Unit 5: Lesson 2 - Induction and Contact
 Unit 5: Lesson 3 - Determining the Polarity of Charge
 Unit 5: Lesson 6 - Current Electricity
 Unit 5: Lesson 7 - Resistance and Ohm's Law
 Unit 5: Lesson 8 - AC and DC Electric Power
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3
 Unit 7: LAB: Specific Heat
 Unit 7: Lesson 3 - Thermal Energy and Work
 Unit 7: Lesson 6 - Methods of Heat Transfer
 Unit 7: Quiz 1
 Unit 7: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry
 Unit 1: Quiz 1
 Unit 3: Activity: An Elemental Investigation
 Unit 3: Lab: The Big Metal Mystery
 Unit 3: Lesson 4 - Development of the Periodic Table
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
 Unit 3: Lesson 8 - Periodic Trending
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lab 1: Energy Changes During Chemical Reactions
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 10: Activity: Magnetism
 Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
 Unit 10: Lesson 3 - Electric Energy and Circuitry
 Unit 10: Lesson 4 - Magnetism
 Unit 10: Lesson 5 - Electromagnetism
 Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
 Unit 10: Lesson 7 - The Evolution of Electronic Devices
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.4:	Bonding and compounds

PROFICIENCY
LEVEL

Bonding (ionic and covalent)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements
 Unit 2: Quiz 1
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Quiz 2
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Lesson 2 - Saturated Hydrocarbons
 Unit 9: Lesson 3 - Unsaturated Hydrocarbons
 Unit 9: Lesson 4 - Functional Groups
 Unit 9: Lesson 5 - Organic Reactions and Polymers
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 10: Chemistry Lab: Analyzing Proteins
 Unit 10: Chemistry Lab: Food Chemistry
 Unit 10: Chemistry Lab: Protein Used As Glue
 Unit 10: Lesson 1 - Carbohydrates
 Unit 10: Lesson 2 - Lipids
 Unit 10: Lesson 3 - Proteins
 Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.M:	STUDY OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	PS.M.5:	Reactions of matter

PROFICIENCY
LEVEL

Chemical reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes
 Unit 2: Lesson 1 - Elements
 Unit 2: Lesson 2 - Compounds
 Unit 2: Quiz 1
 Unit 4: Chemistry Lab: Electrolysis of Water
 Unit 4: Chemistry Lab: Law of Conservation of Mass
 Unit 4: Chemistry Lab: Stoichiometry
 Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
 Unit 4: Lesson 4 - Types of Chemical Reactions
 Unit 4: Quiz 2
 Unit 6: Chemistry Lab: Acids and Bases
 Unit 6: Chemistry Lab: Titration of Acids and Bases
 Unit 6: Lesson 3 - Properties of Acids and Bases
 Unit 6: Lesson 4 - Acid-Base Titrations and pH
 Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Nuclear reactions

Chemistry

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Lesson 5 - Fission and Fusion Reactions

Unit 10: Quiz 2

Physics

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 3

Unit 10: LAB: Radiation Penetration

Unit 10: LAB: Radioactive Decay

Unit 10: Lesson 1 - The Nucleus

Unit 10: Lesson 2 - Radioactivity

Unit 10: Lesson 3 - Applications of Radioactivity

Unit 10: Lesson 4 - Fission

Unit 10: Lesson 5 - Fusion

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 1

Unit 10: Quiz 2

IPC

Unit 5: Activity: Life Cycle of a Star

Unit 5: Activity: Nuclear Chemistry: Fission and Fusion

Unit 5: Activity: Nuclear Chemistry: Radioactivity

Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity

Unit 5: Lesson 8 - Nuclear Chemistry: Fission and Fusion

Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star

Unit 5: Quiz 3

Unit 5: Video Lab: Setting off a Chain Reaction

Unit 7: Lesson 8 - Energy Resources and Fossil Fuels

Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.1 :	Conservation of energy

PROFICIENCY
LEVEL

Quantifying kinetic energy

Physics

- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Lesson 8 - Work and Power
- Unit 3: Quiz 3
- Unit 4: LAB: Conversion of Energy
- Unit 4: Lesson 1 - Work and Power
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Lesson 3 - Torque as Force for Work
- Unit 4: Quiz 1
- Unit 7: Lesson 1 - Temperature
- Unit 7: Lesson 3 - Thermal Energy and Work
- Unit 7: Lesson 5 - Heat and Phase
- Unit 7: Lesson 7 - Laws of Thermodynamics
- Unit 7: Lesson 9 - Efficiency of Heat Engines
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: LAB: The Pendulum
- Unit 8: Lesson 1 - Simple Harmonic Motion
- Unit 8: Quiz 1

IPC

- Unit 7: Activity: Forms of Energy
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 7: Video Lab: Making a Simple Steam Engine
- Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
- Unit 8: Quiz 1

PROFICIENCY
LEVEL

Quantifying gravitational potential energy

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 3: Lesson 7 - Forms of Energy
- Unit 3: Quiz 3
- Unit 4: Lesson 2 - Mechanical Energy
- Unit 4: Quiz 1

IPC

- Unit 6: Video Lab: Verifying Acceleration Due to Gravity
- Unit 7: Lab 1: Roller Coaster Model
- Unit 7: Lesson 4 - What Is Energy?
- Unit 7: Lesson 5 - Potential and Kinetic Energy Calculations
- Unit 7: Lesson 7 - Energy Transformations
- Unit 7: Quiz 2
- Unit 7: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / PS.EW.2: Transfer and transformation of energy (including work)

Physics

Unit 3: LAB: Kinetic and Potential Energy
Unit 3: Lesson 7 - Forms of Energy
Unit 3: Lesson 8 - Work and Power
Unit 3: Quiz 3
Unit 4: LAB: Conversion of Energy
Unit 4: LAB: Work and Power
Unit 4: Lesson 1 - Work and Power
Unit 4: Lesson 2 - Mechanical Energy
Unit 4: Lesson 3 - Torque as Force for Work
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 5 - Simple Machines (continued)
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 4 - Coulomb's Law
Unit 5: Lesson 6 - Current Electricity
Unit 5: Quiz 2
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 1 - Electromagnetism
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 3 - Transformers
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 7: Activity: Forms of Energy
Unit 7: Lab 1: Roller Coaster Model
Unit 7: Lab 2: The Ultimate Wind-Power Machine
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 7: Video Lab: Testing Simple Machines
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 4 - Magnetism
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
Unit 10: Lesson 8 - Shaping Our World With Electromagnetism
Unit 10: Quiz 1
Unit 10: Quiz 2

Unit 10: Quiz 3
 Unit 10: Video Lab: Experimenting With Electric Circuits
 Unit 10: Video Lab: Making an Electromagnet

Chemistry

Unit 5: Lesson 1 - Crystalline and Amorphous Solids
 Unit 5: Quiz 1
 Unit 7: Lesson 1 - Thermochemistry
 Unit 7: Lesson 2 - Calorimetry and Hess's Law
 Unit 7: Lesson 3 - Reaction Spontaneity
 Unit 7: Quiz 1
 Unit 7: Quiz 2
 Unit 8: Chemistry Lab: Electrochemistry
 Unit 8: Lesson 3 - Electrochemical Cells
 Unit 8: Lesson 4 - Electrode Potential
 Unit 8: Lesson 5 - Electrolytic Cells
 Unit 8: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.3 :	Waves

PROFICIENCY
LEVEL

Refraction, reflection, diffraction, absorption, superposition

Physics

Unit 8: LAB: Calculating the Speed of Sound in Air

Unit 8: LAB: Optics

Unit 8: LAB: The Doppler Effect

Unit 8: Lesson 10 - Refraction and Diffraction

Unit 8: Lesson 11 - Color

Unit 8: Lesson 3 - Wave Speed, Period, Frequency, and Wavelength

Unit 8: Lesson 4 - Wave Interactions

Unit 8: Lesson 5 - Sound

Unit 8: Lesson 6 - Electromagnetic Waves

Unit 8: Lesson 8 - Visible Light

Unit 8: Lesson 9 - Reflection

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 9: Lesson 3 - Waves or Particles?

Unit 9: Quiz 2

IPC

Unit 8: Activity: The Doppler Effect in Action

Unit 8: Lesson 6 - Mechanical Wave Behavior

Unit 8: Lesson 7 - The Nature of Sound and Waves

Unit 8: Lesson 8 - Sound Properties

Unit 8: Lesson 9 - Using Sound and the Doppler Effect

Unit 8: Quiz 2

Unit 8: Quiz 3

Unit 8: Video Lab: Observing Constructive and Destructive Wave Interference

Unit 9: Lesson 1 - Understanding Electromagnetic Waves

Unit 9: Lesson 4 - Exploring Light

Unit 9: Lesson 5 - The Dynamics of Light and Color

Unit 9: Lesson 6 - Producing Light and Working With Mirrors

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Video Lab: Observing Reflection of Light Waves

Unit 9: Video Lab: Observing Refraction Due to Changes in Medium

Unit 9: Video Lab: Splitting White Light With a Prism

PROFICIENCY
LEVEL

Radiant energy and the electromagnetic spectrum

Physics

Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Quiz 2
Unit 8: LAB: The Doppler Effect
Unit 8: Lesson 2 - Wave Forms and Types
Unit 8: Lesson 6 - Electromagnetic Waves
Unit 8: Lesson 7 - Electromagnetic Spectrum
Unit 8: Lesson 8 - Visible Light
Unit 8: Lesson 9 - Reflection
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3

IPC

Unit 2: Video Lab: Testing for Changes in Gas Pressure
Unit 8: Activity: Making That Wave
Unit 8: Lesson 5 - The Properties of Mechanical Waves
Unit 8: Quiz 2
Unit 9: Activity: Infrared
Unit 9: Lesson 1 - Understanding Electromagnetic Waves
Unit 9: Lesson 2 - The Electromagnetic Spectrum, Part 1
Unit 9: Lesson 3 - The Electromagnetic Spectrum, Part 2
Unit 9: Lesson 4 - Exploring Light
Unit 9: Lesson 5 - The Dynamics of Light and Color
Unit 9: Lesson 6 - Producing Light and Working With Mirrors
Unit 9: Lesson 7 - Lenses and Optical Instruments
Unit 9: Lesson 8 - Space System
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 5 - Electromagnetism
Unit 10: Quiz 2

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY LEVEL	Doppler shift
	<p>IPC</p> <p>Unit 8: Activity: The Doppler Effect in Action Unit 8: Lesson 9 - Using Sound and the Doppler Effect Unit 8: Quiz 3 Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 4 - Exploring Light Unit 9: Lesson 8 - Space System Unit 9: Quiz 2 Unit 9: Quiz 3</p> <p>Physics</p> <p>Unit 8: LAB: The Doppler Effect Unit 8: Lesson 5 - Sound Unit 8: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES

BENCHMARK / GRADE LEVEL INDICATOR

PS.EW.4: Thermal energy

Chemistry

Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Quiz 1

Physics

Unit 7: LAB: Specific Heat
Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 2 - Heat and Thermal Energy
Unit 7: Lesson 3 - Thermal Energy and Work
Unit 7: Lesson 4 - Specific Heat Capacity
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 6 - Methods of Heat Transfer
Unit 7: Lesson 7 - Laws of Thermodynamics
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Quiz 2
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Making a Simple Steam Engine
Unit 8: Lab: One Heated Dilemma
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Lesson 2 - The Transfer of Thermal Energy
Unit 8: Lesson 3 - Thermodynamics of Heat
Unit 8: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.EW:	ENERGY AND WAVES
BENCHMARK / GRADE LEVEL INDICATOR	PS.EW.5 :	Electricity

PROFICIENCY
LEVEL

Movement of electrons

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 3

Unit 5: Lesson 1 - Electrostatics

Unit 5: Lesson 2 - Induction and Contact

Unit 5: Lesson 3 - Determining the Polarity of Charge

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Lesson 6 - Current Electricity

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 10: Lesson 1 - An Introduction to Electric Charge

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Quiz 1

Unit 10: Video Lab: Experimenting With Static Electricity

PROFICIENCY
LEVEL

Current

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws

Unit 5: Lesson 6 - Current Electricity

Unit 5: Lesson 7 - Resistance and Ohm's Law

Unit 5: Lesson 8 - AC and DC Electric Power

Unit 5: Lesson 9 - Electric Circuits

Unit 5: Quiz 2

Unit 5: Quiz 3

Unit 6: LAB: Electric and Magnetic Fields

Unit 6: Lesson 1 - Electromagnetism

Unit 6: Lesson 2 - Magnetic Induction of Electric Charges

Unit 6: Lesson 3 - Transformers

Unit 6: Lesson 4 - Generation of AC Electricity

Unit 6: Lesson 6 - Efficient Electric Motors and Lightning

Unit 6: Lesson 7 - Planet Friendly Electricity

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

IPC

Unit 7: Activity: Forms of Energy

Unit 7: Lesson 6 - Forms of Energy

Unit 7: Quiz 2

Unit 10: Lab: Strength in Numbers

Unit 10: Lesson 2 - Electricity on the Move: Electric Currents

Unit 10: Lesson 3 - Electric Energy and Circuitry

Unit 10: Lesson 5 - Electromagnetism

Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents

Unit 10: Quiz 1

Unit 10: Quiz 2

Unit 10: Video Lab: Experimenting With Electric Circuits

Chemistry

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Quiz 2

PROFICIENCY
LEVEL

Electric potential (voltage)

Chemistry

Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 5 - More About Charges
Unit 5: Lesson 6 - Current Electricity
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: LAB: Electric and Magnetic Fields
Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
Unit 6: Lesson 4 - Generation of AC Electricity
Unit 6: Lesson 5 - Controlling Current Electricity
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Lesson 7 - The Evolution of Electronic Devices
Unit 10: Quiz 1
Unit 10: Quiz 3
Unit 10: Video Lab: Experimenting With Electric Circuits

PROFICIENCY
LEVEL

Resistors and transfer of energy

Physics

Unit 5: LAB: Ohm's and Kirchhoff's Laws
Unit 5: Lesson 7 - Resistance and Ohm's Law
Unit 5: Lesson 8 - AC and DC Electric Power
Unit 5: Lesson 9 - Electric Circuits
Unit 5: Quiz 3

IPC

Unit 10: Lab: Strength in Numbers
Unit 10: Lesson 2 - Electricity on the Move: Electric Currents
Unit 10: Lesson 3 - Electric Energy and Circuitry
Unit 10: Quiz 1
Unit 10: Video Lab: Experimenting With Electric Circuits

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.1 :	Motion

PROFICIENCY
LEVEL

Introduction to one-dimensional vectors

Physics

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Coulomb's Law

Unit 5: Lesson 5 - More About Charges

Unit 5: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY LEVEL Displacement, velocity (constant, average and instantaneous) and acceleration

Physics

- Unit 1: Lesson 6 - Derived SI Units
- Unit 1: Quiz 2
- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 2 - Motion and Force
- Unit 2: Lesson 3 - Displacement
- Unit 2: Lesson 4 - Speed
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Lesson 8 - Newton's Second Law of Motion
- Unit 2: Quiz 1
- Unit 2: Quiz 2
- Unit 2: Quiz 3
- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: LAB: Work and Power
- Unit 4: Lesson 1 - Work and Power
- Unit 8: LAB: Calculating the Speed of Sound in Air
- Unit 8: LAB: The Doppler Effect

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
- Unit 6: Lesson 2 - Acceleration
- Unit 6: Lesson 5 - Types of Forces and Force Diagrams
- Unit 6: Lesson 7 - Newton's Second Law of Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 6: Video Lab: Testing for Acceleration
- Unit 6: Video Lab: Testing the Acceleration Formula
- Unit 6: Video Lab: Verifying Acceleration Due to Gravity

Chemistry

- Unit 1: Lesson 2 - Base Units and Derived Units
- Unit 1: Quiz 1

PROFICIENCY LEVEL Interpreting position vs. time and velocity vs. time graphs

Physics

- Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
- Unit 2: Lesson 5 - Velocity
- Unit 2: Lesson 6 - Acceleration
- Unit 2: Quiz 2
- Unit 3: Lesson 1 - Acceleration Due to Gravity

IPC

- Unit 6: Lab: Newton and His Three Laws
- Unit 6: Lesson 3 - Graphs on Motion
- Unit 6: Quiz 1
- Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.2 :	Forces

PROFICIENCY
LEVEL

Force diagrams

Physics

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 3

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Quiz 2

IPC

Unit 6: Activity: The Forces of Nature - Gravity

Unit 6: Activity: Types of Forces and Force Diagrams

Unit 6: Lab: Newton and His Three Laws

Unit 6: Lesson 5 - Types of Forces and Force Diagrams

Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion

Unit 6: Quiz 2

Unit 6: Quiz 3

Unit 7: Lesson 1 - Work and Power

Unit 7: Quiz 1

PROFICIENCY
LEVEL

Types of forces (gravity, friction, normal, tension)

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion

Unit 2: Lesson 2 - Motion and Force

Unit 2: Lesson 3 - Displacement

Unit 2: Lesson 4 - Speed

Unit 2: Lesson 5 - Velocity

Unit 2: Lesson 6 - Acceleration

Unit 2: Lesson 7 - Newton's First Law of Motion

Unit 2: Lesson 8 - Newton's Second Law of Motion

Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: LAB: Acceleration of Gravity

Unit 3: LAB: Kinetic and Potential Energy

Unit 3: Lesson 1 - Acceleration Due to Gravity

Unit 3: Lesson 2 - Momentum

Unit 3: Lesson 3 - Conservation of Momentum

Unit 3: Lesson 4 - Nonlinear Motion

Unit 3: Lesson 5 - Circular Motion

Unit 3: Lesson 6 - Circular Motion (continued)

Unit 3: Lesson 7 - Forms of Energy

Unit 3: Lesson 8 - Work and Power

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: LAB: Conversion of Energy

Unit 4: LAB: Work and Power

Unit 4: Lesson 1 - Work and Power

Unit 4: Lesson 3 - Torque as Force for Work

Unit 4: Lesson 4 - Simple Machines

Unit 4: Lesson 5 - Simple Machines (continued)

Unit 4: Lesson 6 - Efficiency and Equilibrium

Unit 4: Lesson 7 - Comparing Natural Forces

Unit 4: Lesson 8 - The Other Fundamental Forces

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 5: Lesson 10 - Magnetism

Unit 5: Quiz 3

Unit 7: Lesson 3 - Thermal Energy and Work

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 1

Unit 7: Quiz 3
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1
Unit 10: Lesson 8 - General Relativity
Unit 10: Quiz 3

IPC

Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Quiz 1
Unit 6: Activity: A State-of-the-Art Collision Preventer
Unit 6: Activity: The Forces of Nature - Gravity
Unit 6: Activity: Types of Forces and Force Diagrams
Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 2 - Acceleration
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 5 - Types of Forces and Force Diagrams
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion
Unit 6: Video Lab: Measuring the Effects of Friction on Moving Items
Unit 6: Video Lab: Testing for Acceleration
Unit 6: Video Lab: Testing the Acceleration Formula
Unit 6: Video Lab: Verifying Acceleration Due to Gravity
Unit 7: Lesson 1 - Work and Power
Unit 7: Lesson 2 - Using Different Machines
Unit 7: Lesson 3 - Mechanical Advantage and Machine Efficiency
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 7: Video Lab: Experimenting with a Pendulum
Unit 7: Video Lab: Testing Simple Machines
Unit 10: Activity: An Introduction to Electric Charge
Unit 10: Lesson 1 - An Introduction to Electric Charge
Unit 10: Quiz 1

PROFICIENCY
LEVEL

Field model for forces at a distance

Physics

- Unit 3: LAB: Acceleration of Gravity
- Unit 3: LAB: Kinetic and Potential Energy
- Unit 3: Lesson 1 - Acceleration Due to Gravity
- Unit 4: Lesson 7 - Comparing Natural Forces
- Unit 4: Quiz 3
- Unit 5: Lesson 10 - Magnetism
- Unit 5: Lesson 2 - Induction and Contact
- Unit 5: Lesson 4 - Coulomb's Law
- Unit 5: Lesson 5 - More About Charges
- Unit 5: Quiz 1
- Unit 5: Quiz 2
- Unit 5: Quiz 3
- Unit 6: LAB: Electric and Magnetic Fields
- Unit 6: Lesson 1 - Electromagnetism
- Unit 6: Lesson 2 - Magnetic Induction of Electric Charges
- Unit 6: Lesson 3 - Transformers
- Unit 6: Lesson 4 - Generation of AC Electricity
- Unit 6: Quiz 1
- Unit 6: Quiz 2

IPC

- Unit 6: Lesson 6 - The Forces of Nature—Gravity
- Unit 6: Quiz 2
- Unit 7: Activity: Forms of Energy
- Unit 7: Lesson 6 - Forms of Energy
- Unit 7: Quiz 2
- Unit 9: Lesson 1 - Understanding Electromagnetic Waves
- Unit 9: Quiz 1
- Unit 10: Activity: An Introduction to Electric Charge
- Unit 10: Lab: Strength in Numbers
- Unit 10: Lesson 1 - An Introduction to Electric Charge
- Unit 10: Lesson 4 - Magnetism
- Unit 10: Lesson 6 - Electromagnetic Induction and Producing Electric Currents
- Unit 10: Quiz 1
- Unit 10: Quiz 2
- Unit 10: Video Lab: Making an Electromagnet

DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.FM:	FORCES AND MOTION
BENCHMARK / GRADE LEVEL INDICATOR	PS.FM.3 :	Dynamics (how forces affect motion)

PROFICIENCY
LEVEL

Objects at rest

Physics

Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 2 - Motion and Force
Unit 2: Lesson 7 - Newton's First Law of Motion
Unit 2: Lesson 9 - Newton's Third Law of Motion and Force Diagrams
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 4: Lesson 4 - Simple Machines
Unit 4: Lesson 6 - Efficiency and Equilibrium
Unit 4: Quiz 2
Unit 8: LAB: The Pendulum
Unit 8: Lesson 1 - Simple Harmonic Motion
Unit 8: Quiz 1

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 4 - Newton's First Law: Relating Motion to Force
Unit 6: Lesson 8 - For Every Action There Is a Reaction: Newton's Third Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 6: Video Lab: Demonstrating Newton's First Law of Motion

Chemistry

Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Quiz 2

PROFICIENCY
LEVEL

Objects moving with constant velocity

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1

Physics

Unit 1: Lesson 6 - Derived SI Units
Unit 1: Quiz 2
Unit 2: Lesson 4 - Speed
Unit 2: Lesson 5 - Velocity
Unit 2: Quiz 2
Unit 3: LAB: Kinetic and Potential Energy
Unit 8: LAB: Calculating the Speed of Sound in Air
Unit 8: LAB: The Doppler Effect

IPC

Unit 6: Lab: Newton and His Three Laws
Unit 6: Lesson 1 - Measuring and Describing Motion in One Dimension
Unit 6: Lesson 3 - Graphs on Motion
Unit 6: Quiz 1
Unit 6: Quiz 3

PROFICIENCY LEVEL	<p>Accelerating objects</p> <p><u>Chemistry</u> Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1</p> <p><u>Physics</u> Unit 1: Lesson 6 - Derived SI Units Unit 1: Quiz 2 Unit 2: LAB: Newton's 1st and 2nd Laws of Motion Unit 2: Lesson 6 - Acceleration Unit 2: Lesson 8 - Newton's Second Law of Motion Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 3: LAB: Acceleration of Gravity Unit 3: Lesson 1 - Acceleration Due to Gravity Unit 3: Lesson 4 - Nonlinear Motion Unit 3: Quiz 2</p> <p><u>IPC</u> Unit 6: Lab: Newton and His Three Laws Unit 6: Lesson 2 - Acceleration Unit 6: Lesson 3 - Graphs on Motion Unit 6: Lesson 5 - Types of Forces and Force Diagrams Unit 6: Lesson 7 - Newton's Second Law of Motion Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3 Unit 6: Video Lab: Testing for Acceleration Unit 6: Video Lab: Testing the Acceleration Formula Unit 6: Video Lab: Verifying Acceleration Due to Gravity</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE

BENCHMARK / GRADE LEVEL INDICATOR	PS.U.1:	<p>History of the universe</p> <p><u>IPC</u> Unit 9: Lab: A Universe Under Construction Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>
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BENCHMARK / GRADE LEVEL INDICATOR	PS.U.2:	<p>Galaxies</p> <p><u>IPC</u> Unit 9: Lesson 8 - Space System Unit 9: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Physical Science
STANDARD / BENCHMARK	PS.U:	THE UNIVERSE
BENCHMARK / GRADE LEVEL INDICATOR	PS.U.3:	Stars

PROFICIENCY LEVEL	Formation: stages of evolution IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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PROFICIENCY LEVEL	Fusion in stars IPC Unit 5: Activity: Life Cycle of a Star Unit 5: Lesson 9 - Astronomy and Nuclear Chemistry: The Life Cycle of a Star Unit 5: Quiz 3
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.H:	HEREDITY
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.1:	Cellular genetics No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.2:	Structure and function of DNA in cells No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.3:	Genetic mechanisms and inheritance IPC Unit 9: Lesson 5 - The Dynamics of Light and Color Unit 9: Quiz 2
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.4:	Mutations No Correlations
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BENCHMARK / GRADE LEVEL INDICATOR	B.H.5:	Modern genetics No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.E:	EVOLUTION
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BENCHMARK / GRADE LEVEL INDICATOR	B.E.1:	Mechanisms
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PROFICIENCY LEVEL	Natural selection No Correlations
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PROFICIENCY LEVEL	Mutation	No Correlations
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PROFICIENCY LEVEL	Genetic drift	No Correlations
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PROFICIENCY LEVEL	Gene flow (immigration, emigration)	No Correlations
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PROFICIENCY LEVEL	Sexual selection	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.E:	EVOLUTION
BENCHMARK / GRADE LEVEL INDICATOR	B.E.2:	Speciation

PROFICIENCY LEVEL	Biological classification expanded to molecular evidence	No Correlations
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PROFICIENCY LEVEL	Variation of organisms within species due to population genetics and gene frequency	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.1:	Biodiversity

PROFICIENCY LEVEL	Genetic diversity	No Correlations
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PROFICIENCY LEVEL	Species diversity	No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Biology
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STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.2:	Ecosystems

PROFICIENCY LEVEL Equilibrium and disequilibrium
No Correlations

PROFICIENCY LEVEL Carrying capacity
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE
BENCHMARK / GRADE LEVEL INDICATOR	B.DI.3:	Loss of Diversity

PROFICIENCY LEVEL Climate change
No Correlations

PROFICIENCY LEVEL Anthropocene effects

Chemistry
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

Physics
Unit 6: Lesson 6 - Efficient Electric Motors and Lightning
Unit 6: Lesson 7 - Planet Friendly Electricity
Unit 6: Quiz 3

IPC
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 3

PROFICIENCY LEVEL Extinction
No Correlations

PROFICIENCY LEVEL Invasive species
No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS

BENCHMARK / GRADE LEVEL INDICATOR	B.C.1:	Cell structure and function
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PROFICIENCY LEVEL Structure, function and interrelatedness of cell organelles

Chemistry
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1

PROFICIENCY LEVEL Eukaryotic cells and prokaryotic cells

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Biology
STANDARD / BENCHMARK	B.C:	CELLS
BENCHMARK / GRADE LEVEL INDICATOR	B.C.2:	Cellular processes

PROFICIENCY LEVEL Characteristics of life regulated by cellular processes

IPC
 Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Chemistry
 Unit 6: Lesson 2 - Colligative Properties
 Unit 6: Quiz 1

PROFICIENCY LEVEL Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules

IPC
 Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
 Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
 Unit 4: Quiz 3

Chemistry
 Unit 9: Quiz 2
 Unit 10: Chemistry Lab: Analyzing Proteins
 Unit 10: Chemistry Lab: Food Chemistry
 Unit 10: Chemistry Lab: Protein Used As Glue
 Unit 10: Lesson 1 - Carbohydrates
 Unit 10: Lesson 2 - Lipids
 Unit 10: Lesson 3 - Proteins
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.1:	Atomic structure

PROFICIENCY
LEVEL

Evolution of atomic models/theory

Chemistry

Unit 1: Lesson 5 - The Scientific Method

Unit 1: Quiz 2

Unit 2: Lesson 4 - Early Theories of Atomic Structure

Unit 2: Lesson 5 - Modern Theories of Atomic Structure

Unit 2: Quiz 2

Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation

Unit 10: Quiz 2

Physics

Unit 9: Lesson 1 - Light Emission

Unit 9: Lesson 4 - Particles as Waves

Unit 9: Lesson 5 - Quantum Physics

Unit 9: Lesson 6 - Quantum Mechanics of the Atom

Unit 9: Lesson 8 - History of Quantum Physics

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 9: Quiz 3

Unit 10: Lesson 6 - Subatomic Particles

Unit 10: Quiz 2

IPC

Unit 1: Lesson 2 - A Historical Look at Chemistry

Unit 1: Lesson 3 - History and Future of Physics

Unit 1: Quiz 1

Unit 3: Lesson 1 - The Atom's Historical Background

Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model

Unit 3: Lesson 3 - Modern Atomic Theory

Unit 3: Quiz 1

PROFICIENCY
LEVEL

Electrons

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 1
Unit 3: Quiz 2

Physics

Unit 4: Lesson 8 - The Other Fundamental Forces
Unit 4: Quiz 3
Unit 5: Lesson 1 - Electrostatics
Unit 5: Lesson 10 - Magnetism
Unit 5: Quiz 3
Unit 9: Lesson 1 - Light Emission
Unit 9: Lesson 2 - Emission Spectra
Unit 9: Lesson 3 - Waves or Particles?
Unit 9: Lesson 4 - Particles as Waves
Unit 9: Lesson 5 - Quantum Physics
Unit 9: Lesson 6 - Quantum Mechanics of the Atom
Unit 9: Lesson 7 - The Quantum Numbers
Unit 9: Lesson 8 - History of Quantum Physics
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3

PROFICIENCY
LEVEL

Electron configurations

Chemistry

Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
 Unit 2: Quiz 2
 Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
 Unit 3: Chemistry Lab: Intermolecular Forces
 Unit 3: Chemistry Lab: VSEPR Theory
 Unit 3: Lesson 1 - Historical Development of the Periodic Table
 Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
 Unit 3: Lesson 3 - Periodic Trends
 Unit 3: Lesson 4 - Covalent Bonding
 Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
 Unit 3: Lesson 6 - Ionic Bonding
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
 Unit 4: Quiz 1
 Unit 8: Chemistry Lab: Net Ionic Equations
 Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
 Unit 8: Lesson 1 - Oxidation-Reduction Reactions
 Unit 8: Lesson 2 - Balancing Redox Reactions
 Unit 8: Quiz 1
 Unit 9: Chemistry Lab: Properties of Organic Compounds
 Unit 9: Lesson 1 - Organic Compounds
 Unit 9: Quiz 1

Physics

Unit 9: Lesson 1 - Light Emission
 Unit 9: Lesson 5 - Quantum Physics
 Unit 9: Lesson 6 - Quantum Mechanics of the Atom
 Unit 9: Quiz 1
 Unit 9: Quiz 2
 Unit 9: Quiz 3

IPC

Unit 3: Activity: An Elemental Investigation
 Unit 3: Lesson 2 - The Atomic Structure Through the Lens of the Bohr Model
 Unit 3: Lesson 3 - Modern Atomic Theory
 Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
 Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
 Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
 Unit 3: Quiz 1
 Unit 3: Quiz 2
 Unit 3: Quiz 3
 Unit 4: Activity: Exploring Ionic Compounds
 Unit 4: Lesson 1 - Ionic Bonding
 Unit 4: Lesson 2 - Covalent Bonds
 Unit 4: Lesson 3 - Exploring Ionic Compounds
 Unit 4: Lesson 4 - Binary Covalent Compounds
 Unit 4: Quiz 1
 Unit 4: Quiz 2
 Unit 5: Lesson 6 - Chemistry of the Carbon Atom
 Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.2:	Periodic Table

PROFICIENCY
LEVEL

Properties

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Chemistry Lab: Electrolysis of Water
Unit 4: Chemistry Lab: Law of Conservation of Mass
Unit 4: Chemistry Lab: Stoichiometry
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Lesson 6 - Reaction Stoichiometry
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Trends

Chemistry

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 1 - Historical Development of the Periodic Table
Unit 3: Lesson 2 - Period and Group Designations of The Periodic Table
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Quiz 1
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Quiz 2
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 2

IPC

Unit 3: Activity: An Elemental Investigation
Unit 3: Lab: The Big Metal Mystery
Unit 3: Lesson 4 - Development of the Periodic Table
Unit 3: Lesson 5 - The Periodic Table: Structure, Ions, and Isotopes
Unit 3: Lesson 6 - It's Elemental, Part 1: Metals, Nonmetals, and Metalloids
Unit 3: Lesson 7 - It's Elemental, Part 2: Halogens and Noble Gases
Unit 3: Lesson 8 - Periodic Trending
Unit 3: Lesson 9 - Chemical Reactivity and Valence Electrons
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.3:	Chemical bonding

PROFICIENCY
LEVEL

Ionic

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds
Unit 4: Quiz 1
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Quiz 1

PROFICIENCY
LEVEL

Polar/covalent

Chemistry

Unit 2: Lesson 1 - Elements
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 4: Lesson 5 - Composition Stoichiometry
Unit 4: Quiz 3
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 1
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.4:	Representing compounds

PROFICIENCY
LEVEL

Formula writing

Chemistry

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 3: Chemistry Lab: Identifying Groups in the Periodic Table

Unit 3: Chemistry Lab: Identifying Metals

Unit 3: Chemistry Lab: Intermolecular Forces

Unit 3: Chemistry Lab: VSEPR Theory

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces

Unit 3: Lesson 6 - Ionic Bonding

Unit 3: Quiz 2

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Lesson 5 - Composition Stoichiometry

Unit 4: Lesson 6 - Reaction Stoichiometry

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions

Unit 8: Lesson 3 - Electrochemical Cells

Unit 8: Lesson 4 - Electrode Potential

Unit 8: Lesson 5 - Electrolytic Cells

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Activity - Making Slime

Unit 9: Chemistry Lab: Carbon

Unit 9: Chemistry Lab: Making Slime

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes

Unit 2: Quiz 3

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lab 2: Speeding Up the Reaction Rate

Unit 4: Lesson 1 - Ionic Bonding

Unit 4: Lesson 2 - Covalent Bonds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Lesson 5 - Understanding Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Lesson 8 - Balancing Equations and Reaction Rates

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 5: Activity: Acid and Base Strength

Unit 5: Lesson 5 - Acid and Base Strength

Unit 5: Quiz 2

PROFICIENCY
LEVEL

Nomenclature

Chemistry

Unit 2: Lesson 1 - Elements

Unit 2: Quiz 1

Unit 3: Lesson 4 - Covalent Bonding

Unit 3: Quiz 2

Unit 4: Lesson 1 - Chemical Names and Formulas for Ionic Compounds

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Quiz 2

Unit 9: Chemistry Lab: Properties of Organic Compounds

Unit 9: Lesson 1 - Organic Compounds

Unit 9: Lesson 2 - Saturated Hydrocarbons

Unit 9: Lesson 3 - Unsaturated Hydrocarbons

Unit 9: Lesson 4 - Functional Groups

Unit 9: Lesson 5 - Organic Reactions and Polymers

Unit 9: Quiz 1

Unit 9: Quiz 2

Unit 10: Chemistry Lab: Analyzing Proteins

Unit 10: Chemistry Lab: Food Chemistry

Unit 10: Chemistry Lab: Protein Used As Glue

Unit 10: Lesson 1 - Carbohydrates

Unit 10: Lesson 2 - Lipids

Unit 10: Lesson 3 - Proteins

Unit 10: Quiz 1

IPC

Unit 4: Activity: Exploring Ionic Compounds

Unit 4: Lesson 3 - Exploring Ionic Compounds

Unit 4: Lesson 4 - Binary Covalent Compounds

Unit 4: Quiz 1

Unit 4: Quiz 2

PROFICIENCY
LEVEL

Models and shapes (Lewis structures, ball and stick, molecular geometries)

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Chemistry Lab: VSEPR Theory
Unit 3: Lesson 3 - Periodic Trends
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 8: Chemistry Lab: Net Ionic Equations
Unit 8: Chemistry Lab: Oxidation and Reduction Reaction
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Lesson 4 - Radioactive Decay and Nuclear Radiation
Unit 10: Quiz 1
Unit 10: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Lesson 4 - Binary Covalent Compounds
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER

BENCHMARK /
GRADE LEVEL
INDICATOR

C.PM.5: Quantifying matter

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units
Unit 1: Quiz 1
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 2 - Compounds
Unit 2: Lesson 3 - Mixtures
Unit 2: Lesson 4 - Early Theories of Atomic Structure
Unit 2: Lesson 5 - Modern Theories of Atomic Structure
Unit 2: Lesson 6 - The Wave-Mechanical Theory of Atomic Structure
Unit 2: Quiz 1
Unit 2: Quiz 2

Physics

Unit 1: LAB: Lab Instruments
Unit 1: Lesson 5 - The SI System (continued)
Unit 1: Quiz 2
Unit 2: LAB: Newton's 1st and 2nd Laws of Motion
Unit 2: Lesson 1 - Matter and Energy
Unit 2: Lesson 8 - Newton's Second Law of Motion
Unit 2: Quiz 1
Unit 2: Quiz 3
Unit 3: Lesson 2 - Momentum
Unit 3: Quiz 1
Unit 4: LAB: Work and Power
Unit 7: LAB: Specific Heat
Unit 10: Lesson 6 - Subatomic Particles
Unit 10: Quiz 2

IPC

Unit 1: Lesson 1 - A Peek Inside the World of Physical Science
Unit 1: Lesson 8 - Units of Measurement
Unit 1: Quiz 1
Unit 1: Quiz 3
Unit 2: Activity: Composition of Matter: Mixtures and Changes
Unit 2: Activity: Separating Mixtures
Unit 2: Lesson 1 - Matter: The Stuff Around You
Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 3 - Composition of Matter: Mixtures and Changes
Unit 2: Quiz 1
Unit 2: Video Lab: Observing Phase Changes
Unit 3: Lesson 1 - The Atom's Historical Background
Unit 3: Lesson 3 - Modern Atomic Theory
Unit 3: Quiz 1
Unit 5: Lesson 7 - Nuclear Chemistry: Radioactivity
Unit 5: Quiz 3
Unit 6: Lesson 6 - The Forces of Nature—Gravity
Unit 6: Lesson 7 - Newton's Second Law of Motion
Unit 6: Quiz 2
Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction

PROFICIENCY
LEVEL

Types and strengths

Chemistry

Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 4 - Covalent Bonding
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 1
Unit 9: Quiz 2

IPC

Unit 4: Lesson 1 - Ionic Bonding
Unit 4: Lesson 2 - Covalent Bonds
Unit 4: Quiz 1

Physics

Unit 5: Lesson 2 - Induction and Contact
Unit 5: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.PM:	STRUCTURE AND PROPERTIES OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.PM.6:	Intermolecular forces of attraction
PROFICIENCY LEVEL		Implications for properties of substances

INDICATOR

Melting and boiling point

Chemistry

Unit 2: Chemistry Lab: Separating Mixtures
Unit 2: Lesson 1 - Elements
Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 3: Chemistry Lab: Intermolecular Forces
Unit 3: Lesson 5 - Molecular Geometry and Intermolecular Forces
Unit 3: Quiz 2
Unit 5: Activity - Observing Changes in the State of Matter
Unit 5: Chemistry Lab: Observing Changes in the State
Unit 5: Lesson 1 - Crystalline and Amorphous Solids
Unit 5: Lesson 2 - Liquids and Gases
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Quiz 1

Physics

Unit 7: LAB: The Heat of Fusion and the Heat of Vaporization
Unit 7: Lesson 1 - Temperature
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Quiz 1
Unit 7: Quiz 2

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Lesson 5 - Phase Changes
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Video Lab: Observing Phase Changes
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility
Unit 8: Lesson 1 - Thermal Energy: Matter on the Move
Unit 8: Quiz 1

INDICATOR

Solubility

Chemistry

Unit 2: Lesson 3 - Mixtures
Unit 2: Quiz 1
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 2 - Colligative Properties
Unit 6: Quiz 1
Unit 9: Chemistry Lab: Properties of Organic Compounds

IPC

Unit 2: Lesson 2 - Properties of Matter
Unit 2: Quiz 1
Unit 5: Lab: What Is the Solubility Curve of Sugar?
Unit 5: Lesson 1 - Investigating Solutions
Unit 5: Lesson 2 - Solute Concentration and Solubility
Unit 5: Lesson 3 - The Universal Solvent
Unit 5: Quiz 1
Unit 5: Video Lab: Analyzing the Effect of Temperature on Solubility

INDICATOR

Vapor pressure

Chemistry

Unit 1: Lesson 2 - Base Units and Derived Units

Unit 1: Quiz 1

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 3 - Changes of State

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

Physics

Unit 1: Lesson 6 - Derived SI Units

Unit 1: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Lesson 8 - Fluids: Understanding the Principles and Movement

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.1:	Chemical reactions

PROFICIENCY
LEVEL

Types of reactions

Chemistry

Unit 2: Chemistry Lab: Chemical Changes

Unit 2: Lesson 1 - Elements

Unit 2: Lesson 2 - Compounds

Unit 2: Quiz 1

Unit 4: Chemistry Lab: Electrolysis of Water

Unit 4: Chemistry Lab: Law of Conservation of Mass

Unit 4: Chemistry Lab: Stoichiometry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 6: Chemistry Lab: Acids and Bases

Unit 6: Chemistry Lab: Titration of Acids and Bases

Unit 6: Lesson 3 - Properties of Acids and Bases

Unit 6: Lesson 4 - Acid-Base Titrations and pH

Unit 6: Quiz 2

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Chemistry Lab: Reversible Reactions

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Unit 8: Chemistry Lab: Electrochemistry

Unit 8: Chemistry Lab: Net Ionic Equations

Unit 8: Chemistry Lab: Oxidation and Reduction Reaction

Unit 8: Lesson 1 - Oxidation-Reduction Reactions

Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Activity - Making Slime
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Making Slime
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 1 - Organic Compounds
Unit 9: Lesson 2 - Saturated Hydrocarbons
Unit 9: Lesson 3 - Unsaturated Hydrocarbons
Unit 9: Lesson 4 - Functional Groups
Unit 9: Lesson 5 - Organic Reactions and Polymers
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 10: Chemistry Lab: Analyzing Proteins
Unit 10: Chemistry Lab: Food Chemistry
Unit 10: Chemistry Lab: Protein Used As Glue
Unit 10: Lesson 1 - Carbohydrates
Unit 10: Lesson 2 - Lipids
Unit 10: Lesson 3 - Proteins
Unit 10: Quiz 1

IPC

Unit 2: Lesson 7 - Chemical and Physical Changes
Unit 2: Quiz 3
Unit 4: Activity: A Public Service Announcement About the Effects of Chemical Reactions
Unit 4: Activity: Exploring Ionic Compounds
Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 3 - Exploring Ionic Compounds
Unit 4: Lesson 5 - Understanding Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Lesson 9 - The Rippling Effect of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing a Chemical Reaction
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Lesson 6 - Chemistry of the Carbon Atom
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 3

PROFICIENCY
LEVEL

Kinetics

Chemistry

Unit 4: Lesson 4 - Types of Chemical Reactions

Unit 4: Quiz 2

Unit 5: Lesson 3 - Changes of State

Unit 5: Quiz 1

Unit 6: Lesson 1 - The Solution Process

Unit 6: Quiz 1

Unit 7: Activity - Heat of a Solution

Unit 7: Chemistry Lab: Heat of a Solution

Unit 7: Chemistry Lab: Reaction Rate

Unit 7: Lesson 1 - Thermochemistry

Unit 7: Lesson 2 - Calorimetry and Hess's Law

Unit 7: Lesson 3 - Reaction Spontaneity

Unit 7: Lesson 4 - Reaction Rate

Unit 7: Quiz 1

Unit 7: Quiz 2

Physics

Unit 7: Lesson 5 - Heat and Phase

Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law

Unit 7: Lesson 9 - Efficiency of Heat Engines

Unit 7: Quiz 2

Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions

Unit 4: Lesson 6 - Different Types of Reactions

Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction

Unit 4: Quiz 2

Unit 4: Quiz 3

Unit 4: Video Lab: Demonstrating the Effect of a Catalyst

Unit 4: Video Lab: Observing an Exothermic Reaction

Unit 7: Lesson 7 - Energy Transformations

Unit 7: Quiz 3

Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Energy

Chemistry

Unit 3: Lesson 6 - Ionic Bonding
Unit 3: Quiz 2
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 2
Unit 5: Lesson 3 - Changes of State
Unit 5: Quiz 1
Unit 6: Lesson 1 - The Solution Process
Unit 6: Quiz 1
Unit 7: Activity - Heat of a Solution
Unit 7: Chemistry Lab: Heat of a Solution
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Lesson 1 - Thermochemistry
Unit 7: Lesson 2 - Calorimetry and Hess's Law
Unit 7: Lesson 3 - Reaction Spontaneity
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 8: Chemistry Lab: Electrochemistry
Unit 8: Lesson 3 - Electrochemical Cells
Unit 8: Lesson 4 - Electrode Potential
Unit 8: Lesson 5 - Electrolytic Cells
Unit 8: Quiz 2

Physics

Unit 4: LAB: Conversion of Energy
Unit 7: Lesson 5 - Heat and Phase
Unit 7: Lesson 8 - Laws of Thermodynamics - Absolute Zero and The Zeroth Law
Unit 7: Lesson 9 - Efficiency of Heat Engines
Unit 7: Quiz 2
Unit 7: Quiz 3

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 7 - Energy Changes in a Chemical Reaction
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 4: Video Lab: Demonstrating the Effect of a Catalyst
Unit 4: Video Lab: Observing an Exothermic Reaction
Unit 7: Activity: Forms of Energy
Unit 7: Lesson 4 - What Is Energy?
Unit 7: Lesson 6 - Forms of Energy
Unit 7: Lesson 7 - Energy Transformations
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 3 - Thermodynamics of Heat

PROFICIENCY
LEVEL

Equilibrium

Chemistry

Unit 4: Lesson 3 - Writing and Balancing Chemical Equations
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reversible Reactions

IPC

Unit 4: Lab 2: Speeding Up the Reaction Rate
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Lesson 8 - Balancing Equations and Reaction Rates
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Activity: Acid and Base Strength
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization

PROFICIENCY
LEVEL

Acids/bases

Chemistry

Unit 4: Lesson 2 - Chemical Names and Formulas for Molecular Compounds
Unit 4: Lesson 4 - Types of Chemical Reactions
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 6: Chemistry Lab: Acids and Bases
Unit 6: Chemistry Lab: Electrolytes
Unit 6: Chemistry Lab: Titration of Acids and Bases
Unit 6: Lesson 1 - The Solution Process
Unit 6: Lesson 3 - Properties of Acids and Bases
Unit 6: Lesson 4 - Acid-Base Titrations and pH
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 7: Chemistry Lab: Reaction Rate
Unit 7: Chemistry Lab: Reversible Reactions
Unit 7: Lesson 4 - Reaction Rate
Unit 7: Quiz 2
Unit 8: Lesson 1 - Oxidation-Reduction Reactions
Unit 8: Lesson 2 - Balancing Redox Reactions
Unit 8: Quiz 1
Unit 9: Chemistry Lab: Carbon
Unit 9: Chemistry Lab: Properties of Organic Compounds
Unit 9: Lesson 4 - Functional Groups
Unit 9: Quiz 2

IPC

Unit 4: Lab 1: Energy Changes During Chemical Reactions
Unit 4: Lesson 6 - Different Types of Reactions
Unit 4: Quiz 2
Unit 4: Video Lab: Observing an Oxidation-Reduction Reaction
Unit 5: Activity: Acid and Base Strength
Unit 5: Activity: The Many Shades of Red Cabbage
Unit 5: Lesson 4 - Acids, Bases, and pH
Unit 5: Lesson 5 - Acid and Base Strength
Unit 5: Quiz 2
Unit 5: Video Lab: Observing an Acid-Base Neutralization
Unit 5: Video Lab: Observing pH Changes in Acid-Base Reactions

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.2:	Gas laws

PROFICIENCY
LEVEL

Pressure, volume and temperature

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 2 - Liquids and Gases

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 1

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

PROFICIENCY
LEVEL

Ideal gas law

Chemistry

Unit 5: Chemistry Lab: Gay-Lussac's Law

Unit 5: Lesson 4 - The Primary Gas Laws

Unit 5: Lesson 5 - Other Gas Laws

Unit 5: Quiz 2

IPC

Unit 2: Lesson 6 - Behavior of Gases

Unit 2: Quiz 2

Unit 2: Video Lab: Testing for Changes in Gas Pressure

DOMAIN / ACADEMIC CONTENT STANDARD		Chemistry
STANDARD / BENCHMARK	C.IM:	INTERACTIONS OF MATTER
BENCHMARK / GRADE LEVEL INDICATOR	C.IM.3:	Stoichiometry

PROFICIENCY LEVEL	<p>Molecular calculations</p> <p><u>Chemistry</u></p> <p>Unit 1: Lesson 2 - Base Units and Derived Units Unit 1: Quiz 1 Unit 2: Lesson 2 - Compounds Unit 2: Quiz 1 Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 3 - Writing and Balancing Chemical Equations Unit 4: Lesson 5 - Composition Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3 Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 2 - Calorimetry and Hess's Law Unit 7: Lesson 3 - Reaction Spontaneity Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2 Unit 8: Chemistry Lab: Net Ionic Equations Unit 8: Chemistry Lab: Oxidation and Reduction Reaction Unit 8: Lesson 2 - Balancing Redox Reactions Unit 8: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Solutions</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Stoichiometry Unit 5: Lesson 3 - Changes of State Unit 5: Quiz 1 Unit 6: Chemistry Lab: Titration of Acids and Bases Unit 6: Lesson 2 - Colligative Properties Unit 6: Lesson 4 - Acid-Base Titrations and pH Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 7: Chemistry Lab: Reaction Rate Unit 7: Lesson 1 - Thermochemistry Unit 7: Lesson 4 - Reaction Rate Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>IPC</u></p> <p>Unit 5: Activity: The Many Shades of Red Cabbage Unit 5: Lesson 2 - Solute Concentration and Solubility Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	<p>Limiting reagents</p> <p><u>Chemistry</u></p> <p>Unit 4: Chemistry Lab: Law of Conservation of Mass Unit 4: Chemistry Lab: Stoichiometry Unit 4: Lesson 6 - Reaction Stoichiometry Unit 4: Quiz 3</p>
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Correlation Statistics Summary

Subject: **Science**

Grade: **9**

81% of the lowest level standards for this state/subject/grade were met by **Biology, Chemistry, IPC, Physics.**

19% of the lowest level standards for this state/subject/grade were *not* met by **Biology, Chemistry, IPC, Physics.**

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	Environmental Science	81%	19	42	34	373		
	EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH	79%	21	14	11	153		
ENV.ES.1:	Biosphere	100%	0	4	4	97		
	Evolution and adaptation in populations	100%	0	1	1	44		
	Biodiversity	100%	0	1	1	8		
	Ecosystems (equilibrium, species interactions, stability)	100%	0	1	1	39		
	Population dynamics	100%	0	1	1	6		
ENV.ES.2:	Atmosphere	100%	0	1	1	9		
	Atmospheric properties and currents	100%	0	1	1	9		
ENV.ES.3:	Lithosphere	100%	0	1	1	3		
	Geologic events and processes	100%	0	1	1	3		
ENV.ES.4:	Hydrosphere	0%	100%	3	0	0		
	Oceanic currents and patterns (as they relate to climate)	0%	100%	1	0	0		
	Surface and ground water flow patterns and movement	0%	100%	1	0	0		
	Cryosphere	0%	100%	1	0	0		
ENV.ES.5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere	100%	0	5	5	44		
	Energy transformation on global, regional and local scales	100%	0	1	1	15		
	Biogeochemical cycles	100%	0	1	1	7		
	Ecosystems	100%	0	1	1	17		
	Weather	100%	0	1	1	3		
	Climate	100%	0	1	1	2		
	EARTH'S RESOURCES	79%	21	19	15	131		
ENV.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
ENV.ER.2:	Air and air pollution	100%	0	3	3	19		
	Primary and secondary contaminants	100%	0	1	1	9		
	Greenhouse gases	100%	0	1	1	7		
	Clean Air Act	100%	0	1	1	3		
ENV.ER.3:	Water and water pollution	100%	0	4	4	10		
	Potable water and water quality	100%	0	1	1	3		
	Hypoxia, eutrophication	100%	0	1	1	2		
	Clean Water Act	100%	0	1	1	3		
	Point source and non-point source contamination	100%	0	1	1	2		
ENV.ER.4:	Soil and land	40%	60	5	2	9		
	Desertification	0%	100%	1	0	0		
	Mass movement and erosion	0%	100%	1	0	0		
	Sediment contamination	0%	100%	1	0	0		
	Land use and land management (including food production, agriculture and zoning)	100%	0	1	1	3		
	Solid and hazardous waste	100%	0	1	1	6		
ENV.ER.5:	Wildlife and wilderness	100%	0	3	3	11		
	Wildlife and wilderness management	100%	0	1	1	5		
	Endangered species	100%	0	1	1	5		
	Invasive Species	100%	0	1	1	3		
	Introduced Species	100%	0	1	1	3		
ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES	89%	11	9	8	89		
ENV.GP.1:	Human Population	100%	0	1	1	28		
ENV.GP.2:	Potable water quality, use and availability	100%	0	1	1	6		
ENV.GP.3:	Climate change	100%	0	1	1	4		

ENV.GP.4:	Sustainability	100%	0	1	1	23		
ENV.GP.5:	Species depletion and extinction	100%	0	1	1	5		
ENV.GP.6:	Air quality	100%	0	1	1	11		
ENV.GP.7:	Food production and availability	0%	100%	1	0	0		
ENV.GP.8:	Deforestation and loss of biodiversity	100%	0	1	1	6		
ENV.GP.9:	Waste management (solid and hazardous)	100%	0	1	1	6		
	Physical Geology	43%	57	69	30	169		
PG.M:	MINERALS	100%	0	5	5	10		
PG.M.1:	Atoms and elements	100%	0	1	1	2		
PG.M.2:	Chemical bonding (ionic, covalent, metallic)	100%	0	1	1	2		
PG.M.3:	Crystallinity (crystal structure)	100%	0	1	1	2		
PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition)	100%	0	1	1	2		
PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability)	100%	0	1	1	2		
PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS	19%	81	21	4	11		
PG.IMS.1:	Igneous	14%	86	7	1	4		
	Mafic and felsic rocks and minerals	0%	100%	1	0	0		
	Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)	0%	100%	1	0	0		
	Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)	0%	100%	1	0	0		
	Magnetic reversals and Earth's magnetic field	100%	0	1	1	4		
	Thermal energy within the Earth	0%	100%	1	0	0		
	Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)	0%	100%	1	0	0		
	Bowen's Reaction Series (continuous and discontinuous branches)	0%	100%	1	0	0		
PG.IMS.2:	Metamorphic	0%	100%	4	0	0		
	Pressure, stress, temperature and compressional forces	0%	100%	1	0	0		
	Foliated (regional), non-foliated (contact)	0%	100%	1	0	0		
	Parent rock and degrees of metamorphism	0%	100%	1	0	0		
	Metamorphic zones (where metamorphic rocks are found)	0%	100%	1	0	0		
PG.IMS.3:	Sedimentary	0%	100%	2	0	0		
	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)	0%	100%	1	0	0		
	Depositional environments	0%	100%	1	0	0		
PG.IMS.4:	Ocean	38%	62	8	3	7		
	Tides (daily, neap and spring)	0%	100%	1	0	0		
	Currents (deep and shallow, rip and longshore)	100%	0	1	1	2		
	Thermal energy and water density	100%	0	1	1	2		
	Waves	100%	0	1	1	3		
	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs)	0%	100%	1	0	0		
	Passive and active continental margins	0%	100%	1	0	0		
	Transgressing and regressing sea levels	0%	100%	1	0	0		
	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas)	0%	100%	1	0	0		
PG.EH:	EARTH'S HISTORY	90%	10	10	9	29		
PG.EH.1:	The geologic rock record	90%	10	10	9	29		
	Relative and absolute age	100%	0	1	1	4		
	Principles to determine relative age	100%	0	3	3	6		
	Original horizontality	100%	0	1	1	2		
	Superposition	100%	0	1	1	2		
	Cross-cutting relationships	100%	0	1	1	2		
	Absolute age	100%	0	2	2	8		
	Radiometric dating (isotopes, radioactive decay)	100%	0	1	1	4		
	Correct uses of radiometric dating	100%	0	1	1	4		
	Combining relative and absolute age data	100%	0	1	1	4		
	The geologic time scale	67%	33	3	2	7		
	Comprehending geologic time	100%	0	1	1	4		
	Climate changes evident through the rock record	0%	100%	1	0	0		
	Fossil record	100%	0	1	1	3		
PG.PT:	PLATE TECTONICS	33%	67	15	5	16		

PG.PT.1:	Internal Earth	100%	0	2	2	4		
	Seismic waves	100%	0	2	2	4		
	S and P waves	100%	0	1	1	2		
	Velocities, reflection, refraction of waves	100%	0	1	1	2		
PG.PT.2:	Structure of Earth (Note: specific layers were part of grade 8)	33%	67	6	2	8		
	Asthenosphere	100%	0	1	1	6		
	Lithosphere	0%	100%	1	0	0		
	Mohorovicic boundary (Moho)	0%	100%	1	0	0		
	Composition of each of the layers of Earth	0%	100%	1	0	0		
	Gravity, magnetism and isostasy	100%	0	1	1	2		
	Thermal energy (geothermal gradient and heat flow)	0%	100%	1	0	0		
PG.PT.3:	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)	50%	50	2	1	4		
	Paleomagnetism and magnetic anomalies	100%	0	1	1	4		
	Paleoclimatology	0%	100%	1	0	0		
PG.PT.4:	Plate motion (Note: introduced in grade 8)	0%	100%	5	0	0		
	Causes and evidence of plate motion	0%	100%	1	0	0		
	Measuring plate motion	0%	100%	1	0	0		
	Characteristics of oceanic and continental plates	0%	100%	1	0	0		
	Relationship of plate movement and geologic events	0%	100%	1	0	0		
	Mantle plumes	0%	100%	1	0	0		
PG.ER:	EARTH'S RESOURCES	64%	36	11	7	103		
PG.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
PG.ER.2:	Air	100%	0	2	2	16		
	Primary and secondary contaminants	100%	0	1	1	9		
	Greenhouse gases	100%	0	1	1	7		
PG.ER.3:	Water	100%	0	2	2	5		
	Potable water and water quality	100%	0	1	1	3		
	Hypoxia, eutrophication	100%	0	1	1	2		
PG.ER.4:	Soil and sediment	0%	100%	3	0	0		
	Desertification	0%	100%	1	0	0		
	Mass wasting and erosion	0%	100%	1	0	0		
	Sediment and contamination	0%	100%	1	0	0		
PG.GG:	GLACIAL GEOLOGY	0%	100%	7	0	0		
PG.GG.1:	Glaciers and glaciation	0%	100%	7	0	0		
	Evidence of past glaciers (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Glacial deposition and erosion (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Data from ice cores	0%	100%	2	0	0		
	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)	0%	100%	1	0	0		
	Evidence of climate changes throughout Earth's history	0%	100%	1	0	0		
	Glacial distribution and causes of glaciation	0%	100%	1	0	0		
	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)	0%	100%	1	0	0		
	Glacial structure, formation and movement	0%	100%	1	0	0		
	Physics	98%	2	42	41	708		
P.M:	MOTION	100%	0	7	7	75		
P.M.1:	Motion Graphs	100%	0	3	3	18		
	Position vs. time	100%	0	1	1	6		
	Velocity vs. time	100%	0	1	1	6		
	Acceleration vs. time	100%	0	1	1	6		
P.M.2:	Problem Solving	100%	0	2	2	45		
	Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)	100%	0	1	1	11		

	Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)	100%	0	1	1	34		
P.M.3:	Projectile Motion	100%	0	2	2	12		
	Independence of horizontal and vertical motion	100%	0	1	1	6		
	Problem-solving involving horizontally launched projectiles	100%	0	1	1	6		
P.F:	MOMENTUM AND MOTION	100%	0	9	9	169		
P.F.1:	Newton's laws applied to complex problems	100%	0	1	1	34		
P.F.2:	Gravitational force and fields	100%	0	1	1	37		
P.F.3:	Elastic forces	100%	0	1	1	8		
P.F.4:	Friction force (static and kinetic)	100%	0	1	1	14		
P.F.5:	Air resistance and drag	100%	0	1	1	4		
P.F.6:	Forces in two dimensions	100%	0	3	3	63		
	Adding vector forces	100%	0	1	1	28		
	Motion down inclines	100%	0	1	1	28		
	Centripetal forces and circular motion	100%	0	1	1	7		
P.F.7:	Momentum, impulse and conservation of momentum	100%	0	1	1	9		
P.E:	ENERGY	100%	0	5	5	87		
P.E.1:	Gravitational potential energy	100%	0	1	1	14		
P.E.2:	Energy in springs	100%	0	1	1	8		
P.E.3:	Work and power	100%	0	1	1	29		
P.E.4:	Conservation of energy	100%	0	1	1	18		
P.E.5:	Nuclear energy	100%	0	1	1	18		
P.W:	WAVES	100%	0	11	11	192		
P.W.1:	Wave properties	100%	0	5	5	99		
	Conservation of energy	100%	0	1	1	18		
	Reflection	100%	0	1	1	22		
	Refraction	100%	0	1	1	23		
	Interference	100%	0	1	1	19		
	Diffraction	100%	0	1	1	17		
P.W.2:	Light phenomena	100%	0	6	6	93		
	Ray diagrams (propagation of light)	100%	0	1	1	7		
	Law of reflection (equal angles)	100%	0	1	1	7		
	Snell's law	100%	0	1	1	6		
	Diffraction patterns	100%	0	1	1	47		
	Wave—particle duality of light	100%	0	1	1	18		
	Visible spectrum of color	100%	0	1	1	8		
P.EM:	ELECTRICITY AND MAGNETISM	90%	10	10	9	185		
P.EM.1:	Charging objects (friction, contact and induction)	100%	0	1	1	27		
P.EM.2:	Coulomb's law	100%	0	1	1	8		
P.EM.3:	Electric fields and electric potential energy	100%	0	1	1	33		
P.EM.4:	DC circuits	80%	20	5	4	42		
	Ohm's law	100%	0	1	1	9		
	Series circuits	100%	0	1	1	8		
	Parallel circuits	100%	0	1	1	8		
	Mixed circuits	0%	100%	1	0	0		
	Applying conservation of charge and energy (junction and loop rules)	100%	0	1	1	17		
P.EM.5:	Magnetic fields	100%	0	1	1	14		
P.EM.6:	Electromagnetic interactions	100%	0	1	1	61		
	Human Anatomy and Physiology	100%	0	19	19	207		
AP.LO:	LEVELS OF ORGANIZATION	100%	0	4	4	114		
AP.LO.1:	Hierarchy of Organization	100%	0	1	1	39		
AP.LO.2:	Types of Tissues	100%	0	1	1	16		
AP.LO.3:	Homeostasis	100%	0	1	1	32		
AP.LO.4:	Anatomical Terminology	100%	0	1	1	27		
AP.SM:	SUPPORT AND MOTION	100%	0	3	3	13		
AP.SM.1:	Integumentary System	100%	0	1	1	6		
AP.SM.2:	Skeletal System	100%	0	1	1	3		
AP.SM.3:	Muscular System	100%	0	1	1	4		
AP.IC:	INTEGRATION AND COORDINATION	100%	0	5	5	36		
AP.IC.1:	Nervous System	100%	0	1	1	13		
AP.IC.2:	Special Senses	100%	0	3	3	21		
	Sense of Sight	100%	0	1	1	10		

	Senses of Hearing and Balance	100%	0	1	1	8		
	Senses of Taste and Smell	100%	0	1	1	3		
AP.IC.3:	Endocrine System	100%	0	1	1	2		
AP.T:	TRANSPORT	100%	0	3	3	28		
AP.T.1:	Blood	100%	0	1	1	10		
AP.T.2:	Cardiovascular System	100%	0	1	1	12		
AP.T.3:	Lymphatic and Immune Systems	100%	0	1	1	6		
AP.AE:	ABSORPTION AND EXCRETION	100%	0	3	3	11		
AP.AE.1:	Digestive System	100%	0	1	1	6		
AP.AE.2:	Respiratory System	100%	0	1	1	2		
AP.AE.3:	Urinary System	100%	0	1	1	3		
AP.R:	REPRODUCTION	100%	0	1	1	5		
AP.R.1:	Reproductive System	100%	0	1	1	5		
	Physical Science	100%	0	36	36	1210		
PS.M:	STUDY OF MATTER	100%	0	12	12	608		
PS.M.1:	Classification of matter	100%	0	3	3	214		
	Heterogeneous vs. homogeneous	100%	0	1	1	17		
	Properties of matter	100%	0	1	1	158		
	States of matter and its changes	100%	0	1	1	39		
PS.M.2:	Atoms	100%	0	3	3	120		
	Models of the atom (components)	100%	0	1	1	84		
	Ions (cations and anions)	100%	0	1	1	28		
	Isotopes	100%	0	1	1	8		
PS.M.3:	Periodic trends of the elements	100%	0	2	2	86		
	Periodic law	100%	0	1	1	9		
	Representative groups	100%	0	1	1	77		
PS.M.4:	Bonding and compounds	100%	0	2	2	77		
	Bonding (ionic and covalent)	100%	0	1	1	46		
	Nomenclature	100%	0	1	1	31		
PS.M.5:	Reactions of matter	100%	0	2	2	111		
	Chemical reactions	100%	0	1	1	84		
	Nuclear reactions	100%	0	1	1	27		
PS.EW:	ENERGY AND WAVES	100%	0	11	11	329		
PS.EW.1:	Conservation of energy	100%	0	2	2	45		
	Quantifying kinetic energy	100%	0	1	1	31		
	Quantifying gravitational potential energy	100%	0	1	1	14		
PS.EW.2:	Transfer and transformation of energy (including work)	100%	0	1	1	80		
PS.EW.3:	Waves	100%	0	3	3	86		
	Refraction, reflection, diffraction, absorption, superposition	100%	0	1	1	33		
	Radiant energy and the electromagnetic spectrum	100%	0	1	1	42		
	Doppler shift	100%	0	1	1	11		
PS.EW.4:	Thermal energy	100%	0	1	1	34		
PS.EW.5:	Electricity	100%	0	4	4	84		
	Movement of electrons	100%	0	1	1	14		
	Current	100%	0	1	1	32		
	Electric potential (voltage)	100%	0	1	1	28		
	Resistors and transfer of energy	100%	0	1	1	10		
PS.FM:	FORCES AND MOTION	100%	0	9	9	262		
PS.FM.1:	Motion	100%	0	3	3	69		
	Introduction to one-dimensional vectors	100%	0	1	1	28		
	Displacement, velocity (constant, average and instantaneous) and acceleration	100%	0	1	1	32		
	Interpreting position vs. time and velocity vs. time graphs	100%	0	1	1	9		
PS.FM.2:	Forces	100%	0	3	3	133		
	Force diagrams	100%	0	1	1	14		
	Types of forces (gravity, friction, normal, tension)	100%	0	1	1	85		
	Field model for forces at a distance	100%	0	1	1	34		
PS.FM.3:	Dynamics (how forces affect motion)	100%	0	3	3	60		
	Objects at rest	100%	0	1	1	21		
	Objects moving with constant velocity	100%	0	1	1	15		
	Accelerating objects	100%	0	1	1	24		
PS.U:	THE UNIVERSE	100%	0	4	4	11		
PS.U.1:	History of the universe	100%	0	1	1	3		

PS.U.2:	Galaxies	100%	0	1	1	2		
PS.U.3:	Stars	100%	0	2	2	6		
	Formation: stages of evolution	100%	0	1	1	3		
	Fusion in stars	100%	0	1	1	3		
	Biology	92%	8	24	22	281		
B.H:	HEREDITY	100%	0	5	5	68		
B.H.1:	Cellular genetics	100%	0	1	1	9		
B.H.2:	Structure and function of DNA in cells	100%	0	1	1	16		
B.H.3:	Genetic mechanisms and inheritance	100%	0	1	1	34		
B.H.4:	Mutations	100%	0	1	1	6		
B.H.5:	Modern genetics	100%	0	1	1	3		
B.E:	EVOLUTION	86%	14	7	6	34		
B.E.1:	Mechanisms	80%	20	5	4	25		
	Natural selection	100%	0	1	1	6		
	Mutation	100%	0	1	1	6		
	Genetic drift	100%	0	1	1	2		
	Gene flow (immigration, emigration)	0%	100%	1	0	0		
	Sexual selection	100%	0	1	1	11		
B.E.2:	Speciation	100%	0	2	2	9		
	Biological classification expanded to molecular evidence	100%	0	1	1	5		
	Variation of organisms within species due to population genetics and gene frequency	100%	0	1	1	4		
B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE	88%	12	8	7	65		
B.DI.1:	Biodiversity	100%	0	2	2	20		
	Genetic diversity	100%	0	1	1	2		
	Species diversity	100%	0	1	1	18		
B.DI.2:	Ecosystems	100%	0	2	2	21		
	Equilibrium and disequilibrium	100%	0	1	1	19		
	Carrying capacity	100%	0	1	1	2		
B.DI.3:	Loss of Diversity	75%	25	4	3	24		
	Climate change	100%	0	1	1	4		
	Anthropocene effects	100%	0	1	1	17		
	Extinction	0%	100%	1	0	0		
	Invasive species	100%	0	1	1	3		
B.C:	CELLS	100%	0	4	4	114		
B.C.1:	Cell structure and function	100%	0	2	2	46		
	Structure, function and interrelatedness of cell organelles	100%	0	1	1	25		
	Eukaryotic cells and prokaryotic cells	100%	0	1	1	21		
B.C.2:	Cellular processes	100%	0	2	2	68		
	Characteristics of life regulated by cellular processes	100%	0	1	1	29		
	Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules	100%	0	1	1	39		
	Chemistry	100%	0	25	25	799		
C.PM:	STRUCTURE AND PROPERTIES OF MATTER	100%	0	15	15	530		
C.PM.1:	Atomic structure	100%	0	3	3	110		
	Evolution of atomic models/theory	100%	0	1	1	24		
	Electrons	100%	0	1	1	39		
	Electron configurations	100%	0	1	1	47		
C.PM.2:	Periodic Table	100%	0	2	2	86		
	Properties	100%	0	1	1	52		
	Trends	100%	0	1	1	34		
C.PM.3:	Chemical bonding	100%	0	2	2	53		
	Ionic	100%	0	1	1	12		
	Polar/covalent	100%	0	1	1	41		
C.PM.4:	Representing compounds	100%	0	3	3	152		
	Formula writing	100%	0	1	1	85		
	Nomenclature	100%	0	1	1	31		
	Models and shapes (Lewis structures, ball and stick, molecular geometries)	100%	0	1	1	36		
C.PM.5:	Quantifying matter	100%	0	1	1	48		
C.PM.6:	Intermolecular forces of attraction	100%	0	4	4	81		
	Types and strengths	100%	0	1	1	19		
	Implications for properties of substances	100%	0	3	3	62		
	Melting and boiling point	100%	0	1	1	31		

	Solubility	100%	0	1	1	15		
	Vapor pressure	100%	0	1	1	16		
C.IM:	INTERACTIONS OF MATTER	100%	0	10	10	269		
C.IM.1:	Chemical reactions	100%	0	5	5	207		
	Types of reactions	100%	0	1	1	84		
	Kinetics	100%	0	1	1	30		
	Energy	100%	0	1	1	42		
	Equilibrium	100%	0	1	1	17		
	Acids/bases	100%	0	1	1	34		
C.IM.2:	Gas laws	100%	0	2	2	16		
	Pressure, volume and temperature	100%	0	1	1	9		
	Ideal gas law	100%	0	1	1	7		
C.IM.3:	Stoichiometry	100%	0	3	3	46		
	Molecular calculations	100%	0	1	1	26		
	Solutions	100%	0	1	1	16		
	Limiting reagents	100%	0	1	1	4		

Grade: 10

63% of the lowest level standards for this state/subject/grade were met by **Biology, Chemistry, IPC, Physics.**

37% of the lowest level standards for this state/subject/grade were *not* met by **Biology, Chemistry, IPC, Physics.**

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	Environmental Science	50%	50	42	21	181		
	EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH	50%	50	14	7	28		
ENV.ES.1:	Bio sphere	25%	75	4	1	2		
	Evolution and adaptation in populations	100%	0	1	1	2		
	Bio diversity	0%	100%	1	0	0		
	Eco systems (equilibrium, species interactions, stability)	0%	100%	1	0	0		
	Population dynamics	0%	100%	1	0	0		
ENV.ES.2:	Atmosphere	100%	0	1	1	9		
	Atmospheric properties and currents	100%	0	1	1	9		
ENV.ES.3:	Lithosphere	100%	0	1	1	3		
	Geologic events and processes	100%	0	1	1	3		
ENV.ES.4:	Hydrosphere	0%	100%	3	0	0		
	Oceanic currents and patterns (as they relate to climate)	0%	100%	1	0	0		
	Surface and ground water flow patterns and movement	0%	100%	1	0	0		
	Cryosphere	0%	100%	1	0	0		
ENV.ES.5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere	80%	20	5	4	14		
	Energy transformation on global, regional and local scales	100%	0	1	1	7		
	Biogeochemical cycles	100%	0	1	1	1		
	Eco systems	100%	0	1	1	3		
	Weather	100%	0	1	1	3		
	Climate	0%	100%	1	0	0		
	EARTH'S RESOURCES	47%	53	19	9	103		
ENV.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
ENV.ER.2:	Air and air pollution	100%	0	3	3	11		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		
	Clean Air Act	100%	0	1	1	3		
ENV.ER.3:	Water and water pollution	50%	50	4	2	4		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
	Clean Water Act	100%	0	1	1	3		
	Point source and non-point source contamination	0%	100%	1	0	0		
ENV.ER.4:	Soil and land	20%	80	5	1	6		
	Desertification	0%	100%	1	0	0		

	Mass movement and erosion	0%	100%	1	0	0		
	Sediment contamination	0%	100%	1	0	0		
	Land use and land management (including food production, agriculture and zoning)	0%	100%	1	0	0		
	Solid and hazardous waste	100%	0	1	1	6		
ENV.ER.5:	Wildlife and wilderness	0%	100%	3	0	0		
	Wildlife and wilderness management	0%	100%	1	0	0		
	Endangered species	0%	100%	1	0	0		
	Invasive Species	0%	100%	1	0	0		
	Introduced Species	0%	100%	1	0	0		
ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES	56%	44	9	5	50		
ENV.GP.1:	Human Population	100%	0	1	1	15		
ENV.GP.2:	Potable water quality, use and availability	100%	0	1	1	4		
ENV.GP.3:	Climate change	0%	100%	1	0	0		
ENV.GP.4:	Sustainability	100%	0	1	1	18		
ENV.GP.5:	Species depletion and extinction	0%	100%	1	0	0		
ENV.GP.6:	Air quality	100%	0	1	1	7		
ENV.GP.7:	Food production and availability	0%	100%	1	0	0		
ENV.GP.8:	Deforestation and loss of biodiversity	0%	100%	1	0	0		
ENV.GP.9:	Waste management (solid and hazardous)	100%	0	1	1	6		
	Physical Geology	35%	65	69	24	136		
PG.M:	MINERALS	100%	0	5	5	10		
PG.M.1:	Atoms and elements	100%	0	1	1	2		
PG.M.2:	Chemical bonding (ionic, covalent, metallic)	100%	0	1	1	2		
PG.M.3:	Crystallinity (crystal structure)	100%	0	1	1	2		
PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition)	100%	0	1	1	2		
PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability)	100%	0	1	1	2		
PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS	19%	81	21	4	11		
PG.IMS.1:	Igneous	14%	86	7	1	4		
	Mafic and felsic rocks and minerals	0%	100%	1	0	0		
	Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)	0%	100%	1	0	0		
	Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)	0%	100%	1	0	0		
	Magnetic reversals and Earth's magnetic field	100%	0	1	1	4		
	Thermal energy within the Earth	0%	100%	1	0	0		
	Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)	0%	100%	1	0	0		
	Bowen's Reaction Series (continuous and discontinuous branches)	0%	100%	1	0	0		
PG.IMS.2:	Metamorphic	0%	100%	4	0	0		
	Pressure, stress, temperature and compressional forces	0%	100%	1	0	0		
	Foliated (regional), non-foliated (contact)	0%	100%	1	0	0		
	Parent rock and degrees of metamorphism	0%	100%	1	0	0		
	Metamorphic zones (where metamorphic rocks are found)	0%	100%	1	0	0		
PG.IMS.3:	Sedimentary	0%	100%	2	0	0		
	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)	0%	100%	1	0	0		
	Depositional environments	0%	100%	1	0	0		
PG.IMS.4:	Ocean	38%	62	8	3	7		
	Tides (daily, neap and spring)	0%	100%	1	0	0		
	Currents (deep and shallow, rip and longshore)	100%	0	1	1	2		
	Thermal energy and water density	100%	0	1	1	2		
	Waves	100%	0	1	1	3		
	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs)	0%	100%	1	0	0		
	Passive and active continental margins	0%	100%	1	0	0		
	Transgressing and regressing sea levels	0%	100%	1	0	0		
	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas)	0%	100%	1	0	0		
PG.EH:	EARTH'S HISTORY	40%	60	10	4	8		
PG.EH.1:	The geologic rock record	40%	60	10	4	8		

	Relative and absolute age	100%	0	1	1	2		
	Principles to determine relative age	0%	100%	3	0	0		
	Original horizontality	0%	100%	1	0	0		
	Superposition	0%	100%	1	0	0		
	Cross-cutting relationships	0%	100%	1	0	0		
	Absolute age	100%	0	2	2	4		
	Radiometric dating (isotopes, radioactive decay)	100%	0	1	1	2		
	Correct uses of radiometric dating	100%	0	1	1	2		
	Combining relative and absolute age data	100%	0	1	1	2		
	The geologic time scale	0%	100%	3	0	0		
	Comprehending geologic time	0%	100%	1	0	0		
	Climate changes evident through the rock record	0%	100%	1	0	0		
	Fossil record	0%	100%	1	0	0		
PG.PT:	PLATE TECTONICS	33%	67	15	5	16		
PG.PT.1:	Internal Earth	100%	0	2	2	4		
	Seismic waves	100%	0	2	2	4		
	S and P waves	100%	0	1	1	2		
	Velocities, reflection, refraction of waves	100%	0	1	1	2		
PG.PT.2:	Structure of Earth (Note: specific layers were part of grade 8)	33%	67	6	2	8		
	Asthenosphere	100%	0	1	1	6		
	Lithosphere	0%	100%	1	0	0		
	Mohorovicic boundary (Moho)	0%	100%	1	0	0		
	Composition of each of the layers of Earth	0%	100%	1	0	0		
	Gravity, magnetism and isostasy	100%	0	1	1	2		
	Thermal energy (geothermal gradient and heat flow)	0%	100%	1	0	0		
PG.PT.3:	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)	50%	50	2	1	4		
	Paleomagnetism and magnetic anomalies	100%	0	1	1	4		
	Paleoclimatology	0%	100%	1	0	0		
PG.PT.4:	Plate motion (Note: introduced in grade 8)	0%	100%	5	0	0		
	Causes and evidence of plate motion	0%	100%	1	0	0		
	Measuring plate motion	0%	100%	1	0	0		
	Characteristics of oceanic and continental plates	0%	100%	1	0	0		
	Relationship of plate movement and geologic events	0%	100%	1	0	0		
	Mantle plumes	0%	100%	1	0	0		
PG.ER:	EARTH'S RESOURCES	55%	45	11	6	91		
PG.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
PG.ER.2:	Air	100%	0	2	2	8		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		
PG.ER.3:	Water	50%	50	2	1	1		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
PG.ER.4:	Soil and sediment	0%	100%	3	0	0		
	Desertification	0%	100%	1	0	0		
	Mass wasting and erosion	0%	100%	1	0	0		
	Sediment and contamination	0%	100%	1	0	0		
PG.GG:	GLACIAL GEOLOGY	0%	100%	7	0	0		
PG.GG.1:	Glaciers and glaciation	0%	100%	7	0	0		
	Evidence of past glaciers (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Glacial deposition and erosion (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Data from ice cores	0%	100%	2	0	0		
	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)	0%	100%	1	0	0		
	Evidence of climate changes throughout Earth's history	0%	100%	1	0	0		

	Glacial distribution and causes of glaciation	0%	100%	1	0	0		
	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)	0%	100%	1	0	0		
	Glacial structure, formation and movement	0%	100%	1	0	0		
	Physics	98%	2	42	41	708		
P.M:	MOTION	100%	0	7	7	75		
P.M.1:	Motion Graphs	100%	0	3	3	18		
	Position vs. time	100%	0	1	1	6		
	Velocity vs. time	100%	0	1	1	6		
	Acceleration vs. time	100%	0	1	1	6		
P.M.2:	Problem Solving	100%	0	2	2	45		
	Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)	100%	0	1	1	11		
	Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)	100%	0	1	1	34		
P.M.3:	Projectile Motion	100%	0	2	2	12		
	Independence of horizontal and vertical motion	100%	0	1	1	6		
	Problem-solving involving horizontally launched projectiles	100%	0	1	1	6		
P.F:	MOMENTUM AND MOTION	100%	0	9	9	169		
P.F.1:	Newton's laws applied to complex problems	100%	0	1	1	34		
P.F.2:	Gravitational force and fields	100%	0	1	1	37		
P.F.3:	Elastic forces	100%	0	1	1	8		
P.F.4:	Friction force (static and kinetic)	100%	0	1	1	14		
P.F.5:	Air resistance and drag	100%	0	1	1	4		
P.F.6:	Forces in two dimensions	100%	0	3	3	63		
	Adding vector forces	100%	0	1	1	28		
	Motion down inclines	100%	0	1	1	28		
	Centripetal forces and circular motion	100%	0	1	1	7		
P.F.7:	Momentum, impulse and conservation of momentum	100%	0	1	1	9		
P.E:	ENERGY	100%	0	5	5	87		
P.E.1:	Gravitational potential energy	100%	0	1	1	14		
P.E.2:	Energy in springs	100%	0	1	1	8		
P.E.3:	Work and power	100%	0	1	1	29		
P.E.4:	Conservation of energy	100%	0	1	1	18		
P.E.5:	Nuclear energy	100%	0	1	1	18		
P.W:	WAVES	100%	0	11	11	192		
P.W.1:	Wave properties	100%	0	5	5	99		
	Conservation of energy	100%	0	1	1	18		
	Reflection	100%	0	1	1	22		
	Refraction	100%	0	1	1	23		
	Interference	100%	0	1	1	19		
	Diffraction	100%	0	1	1	17		
P.W.2:	Light phenomena	100%	0	6	6	93		
	Ray diagrams (propagation of light)	100%	0	1	1	7		
	Law of reflection (equal angles)	100%	0	1	1	7		
	Snell's law	100%	0	1	1	6		
	Diffraction patterns	100%	0	1	1	47		
	Wave—particle duality of light	100%	0	1	1	18		
	Visible spectrum of color	100%	0	1	1	8		
P.EM:	ELECTRICITY AND MAGNETISM	90%	10	10	9	185		
P.EM.1:	Charging objects (friction, contact and induction)	100%	0	1	1	27		
P.EM.2:	Coulomb's law	100%	0	1	1	8		
P.EM.3:	Electric fields and electric potential energy	100%	0	1	1	33		
P.EM.4:	DC circuits	80%	20	5	4	42		
	Ohm's law	100%	0	1	1	9		
	Series circuits	100%	0	1	1	8		
	Parallel circuits	100%	0	1	1	8		
	Mixed circuits	0%	100%	1	0	0		
	Applying conservation of charge and energy (junction and loop rules)	100%	0	1	1	17		
P.EM.5:	Magnetic fields	100%	0	1	1	14		
P.EM.6:	Electromagnetic interactions	100%	0	1	1	61		

	Human Anatomy and Physiology	53%	47	19	10	56		
AP.LO:	LEVELS OF ORGANIZATION	75%	25	4	3	27		
AP.LO.1:	Hierarchy of Organization	100%	0	1	1	13		
AP.LO.2:	Types of Tissues	0%	100%	1	0	0		
AP.LO.3:	Homeostasis	100%	0	1	1	6		
AP.LO.4:	Anatomical Terminology	100%	0	1	1	8		
AP.SM:	SUPPORT AND MOTION	0%	100%	3	0	0		
AP.SM.1:	Integumentary System	0%	100%	1	0	0		
AP.SM.2:	Skeletal System	0%	100%	1	0	0		
AP.SM.3:	Muscular System	0%	100%	1	0	0		
AP.IC:	INTEGRATION AND COORDINATION	60%	40	5	3	18		
AP.IC.1:	Nervous System	100%	0	1	1	6		
AP.IC.2:	Special Senses	67%	33	3	2	12		
	Sense of Sight	100%	0	1	1	7		
	Senses of Hearing and Balance	100%	0	1	1	5		
	Senses of Taste and Smell	0%	100%	1	0	0		
AP.IC.3:	Endocrine System	0%	100%	1	0	0		
AP.T:	TRANSPORT	67%	33	3	2	4		
AP.T.1:	Blood	100%	0	1	1	2		
AP.T.2:	Cardiovascular System	100%	0	1	1	2		
AP.T.3:	Lymphatic and Immune Systems	0%	100%	1	0	0		
AP.AE:	ABSORPTION AND EXCRETION	33%	67	3	1	4		
AP.AE.1:	Digestive System	100%	0	1	1	4		
AP.AE.2:	Respiratory System	0%	100%	1	0	0		
AP.AE.3:	Urinary System	0%	100%	1	0	0		
AP.R:	REPRODUCTION	100%	0	1	1	3		
AP.R.1:	Reproductive System	100%	0	1	1	3		
	Physical Science	100%	0	36	36	1206		
PS.M:	STUDY OF MATTER	100%	0	12	12	604		
PS.M.1:	Classification of matter	100%	0	3	3	214		
	Heterogeneous vs. homogeneous	100%	0	1	1	17		
	Properties of matter	100%	0	1	1	158		
	States of matter and its changes	100%	0	1	1	39		
PS.M.2:	Atoms	100%	0	3	3	120		
	Models of the atom (components)	100%	0	1	1	84		
	Ions (cations and anions)	100%	0	1	1	28		
	Isotopes	100%	0	1	1	8		
PS.M.3:	Periodic trends of the elements	100%	0	2	2	86		
	Periodic law	100%	0	1	1	9		
	Representative groups	100%	0	1	1	77		
PS.M.4:	Bonding and compounds	100%	0	2	2	77		
	Bonding (ionic and covalent)	100%	0	1	1	46		
	Nomenclature	100%	0	1	1	31		
PS.M.5:	Reactions of matter	100%	0	2	2	107		
	Chemical reactions	100%	0	1	1	82		
	Nuclear reactions	100%	0	1	1	25		
PS.EW:	ENERGY AND WAVES	100%	0	11	11	329		
PS.EW.1:	Conservation of energy	100%	0	2	2	45		
	Quantifying kinetic energy	100%	0	1	1	31		
	Quantifying gravitational potential energy	100%	0	1	1	14		
PS.EW.2:	Transfer and transformation of energy (including work)	100%	0	1	1	80		
PS.EW.3:	Waves	100%	0	3	3	86		
	Refraction, reflection, diffraction, absorption, superposition	100%	0	1	1	33		
	Radiant energy and the electromagnetic spectrum	100%	0	1	1	42		
	Doppler shift	100%	0	1	1	11		
PS.EW.4:	Thermal energy	100%	0	1	1	34		
PS.EW.5:	Electricity	100%	0	4	4	84		
	Movement of electrons	100%	0	1	1	14		
	Current	100%	0	1	1	32		
	Electric potential (voltage)	100%	0	1	1	28		
	Resistors and transfer of energy	100%	0	1	1	10		
PS.FM:	FORCES AND MOTION	100%	0	9	9	262		
PS.FM.1:	Motion	100%	0	3	3	69		
	Introduction to one-dimensional vectors	100%	0	1	1	28		

	Displacement, velocity (constant, average and instantaneous) and acceleration	100%	0	1	1	32		
	Interpreting position vs. time and velocity vs. time graphs	100%	0	1	1	9		
PS.FM.2:	Forces	100%	0	3	3	133		
	Force diagrams	100%	0	1	1	14		
	Types of forces (gravity, friction, normal, tension)	100%	0	1	1	85		
	Field model for forces at a distance	100%	0	1	1	34		
PS.FM.3:	Dynamics (how forces affect motion)	100%	0	3	3	60		
	Objects at rest	100%	0	1	1	21		
	Objects moving with constant velocity	100%	0	1	1	15		
	Accelerating objects	100%	0	1	1	24		
PS.U:	THE UNIVERSE	100%	0	4	4	11		
PS.U.1:	History of the universe	100%	0	1	1	3		
PS.U.2:	Galaxies	100%	0	1	1	2		
PS.U.3:	Stars	100%	0	2	2	6		
	Formation: stages of evolution	100%	0	1	1	3		
	Fusion in stars	100%	0	1	1	3		
	Biology	21%	79	24	5	28		
B.H:	HEREDITY	20%	80	5	1	2		
B.H.1:	Cellular genetics	0%	100%	1	0	0		
B.H.2:	Structure and function of DNA in cells	0%	100%	1	0	0		
B.H.3:	Genetic mechanisms and inheritance	100%	0	1	1	2		
B.H.4:	Mutations	0%	100%	1	0	0		
B.H.5:	Modern genetics	0%	100%	1	0	0		
B.E:	EVOLUTION	0%	100%	7	0	0		
B.E.1:	Mechanisms	0%	100%	5	0	0		
	Natural selection	0%	100%	1	0	0		
	Mutation	0%	100%	1	0	0		
	Genetic drift	0%	100%	1	0	0		
	Gene flow (immigration, emigration)	0%	100%	1	0	0		
	Sexual selection	0%	100%	1	0	0		
B.E.2:	Speciation	0%	100%	2	0	0		
	Biological classification expanded to molecular evidence	0%	100%	1	0	0		
	Variation of organisms within species due to population genetics and gene frequency	0%	100%	1	0	0		
B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE	13%	87	8	1	8		
B.DI.1:	Biodiversity	0%	100%	2	0	0		
	Genetic diversity	0%	100%	1	0	0		
	Species diversity	0%	100%	1	0	0		
B.DI.2:	Eco systems	0%	100%	2	0	0		
	Equilibrium and disequilibrium	0%	100%	1	0	0		
	Carrying capacity	0%	100%	1	0	0		
B.DI.3:	Loss of Diversity	25%	75	4	1	8		
	Climate change	0%	100%	1	0	0		
	Anthropocene effects	100%	0	1	1	8		
	Extinction	0%	100%	1	0	0		
	Invasive species	0%	100%	1	0	0		
B.C:	CELLS	75%	25	4	3	18		
B.C.1:	Cell structure and function	50%	50	2	1	2		
	Structure, function and interrelatedness of cell organelles	100%	0	1	1	2		
	Eukaryotic cells and prokaryotic cells	0%	100%	1	0	0		
B.C.2:	Cellular processes	100%	0	2	2	16		
	Characteristics of life regulated by cellular processes	100%	0	1	1	5		
	Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules	100%	0	1	1	11		
	Chemistry	100%	0	25	25	791		
C.PM:	STRUCTURE AND PROPERTIES OF MATTER	100%	0	15	15	524		
C.PM.1:	Atomic structure	100%	0	3	3	110		
	Evolution of atomic models/theory	100%	0	1	1	24		
	Electrons	100%	0	1	1	39		
	Electron configurations	100%	0	1	1	47		
C.PM.2:	Periodic Table	100%	0	2	2	86		

	Properties	100%	0	1	1	52		
	Trends	100%	0	1	1	34		
C.PM.3:	Chemical bonding	100%	0	2	2	53		
	Ionic	100%	0	1	1	12		
	Polar/covalent	100%	0	1	1	41		
C.PM.4:	Representing compounds	100%	0	3	3	150		
	Formula writing	100%	0	1	1	83		
	Nomenclature	100%	0	1	1	31		
	Models and shapes (Lewis structures, ball and stick, molecular geometries)	100%	0	1	1	36		
C.PM.5:	Quantifying matter	100%	0	1	1	44		
C.PM.6:	Intermolecular forces of attraction	100%	0	4	4	81		
	Types and strengths	100%	0	1	1	19		
	Implications for properties of substances	100%	0	3	3	62		
	Melting and boiling point	100%	0	1	1	31		
	Solubility	100%	0	1	1	15		
	Vapor pressure	100%	0	1	1	16		
C.IM:	INTERACTIONS OF MATTER	100%	0	10	10	267		
C.IM.1:	Chemical reactions	100%	0	5	5	205		
	Types of reactions	100%	0	1	1	82		
	Kinetics	100%	0	1	1	30		
	Energy	100%	0	1	1	42		
	Equilibrium	100%	0	1	1	17		
	Acids/bases	100%	0	1	1	34		
C.IM.2:	Gas laws	100%	0	2	2	16		
	Pressure, volume and temperature	100%	0	1	1	9		
	Ideal gas law	100%	0	1	1	7		
C.IM.3:	Stoichiometry	100%	0	3	3	46		
	Molecular calculations	100%	0	1	1	26		
	Solutions	100%	0	1	1	16		
	Limiting reagents	100%	0	1	1	4		

Grade: 11

63% of the lowest level standards for this state/subject/grade were met by **Biology, Chemistry, IPC, Physics.**

37% of the lowest level standards for this state/subject/grade were *not* met by **Biology, Chemistry, IPC, Physics.**

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	Environmental Science	50%	50	42	21	181		
	EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH	50%	50	14	7	28		
ENV.ES.1:	Biosphere	25%	75	4	1	2		
	Evolution and adaptation in populations	100%	0	1	1	2		
	Biodiversity	0%	100%	1	0	0		
	Ecosystems (equilibrium, species interactions, stability)	0%	100%	1	0	0		
	Population dynamics	0%	100%	1	0	0		
ENV.ES.2:	Atmosphere	100%	0	1	1	9		
	Atmospheric properties and currents	100%	0	1	1	9		
ENV.ES.3:	Lithosphere	100%	0	1	1	3		
	Geologic events and processes	100%	0	1	1	3		
ENV.ES.4:	Hydrosphere	0%	100%	3	0	0		
	Oceanic currents and patterns (as they relate to climate)	0%	100%	1	0	0		
	Surface and ground water flow patterns and movement	0%	100%	1	0	0		
	Cryosphere	0%	100%	1	0	0		
ENV.ES.5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere	80%	20	5	4	14		
	Energy transformation on global, regional and local scales	100%	0	1	1	7		
	Biogeochemical cycles	100%	0	1	1	1		
	Ecosystems	100%	0	1	1	3		
	Weather	100%	0	1	1	3		
	Climate	0%	100%	1	0	0		
	EARTH'S RESOURCES	47%	53	19	9	103		
ENV.ER.1:	Energy resources	75%	25	4	3	82		

	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
ENV.ER.2:	Air and air pollution	100%	0	3	3	11		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		
	Clean Air Act	100%	0	1	1	3		
ENV.ER.3:	Water and water pollution	50%	50	4	2	4		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
	Clean Water Act	100%	0	1	1	3		
	Point source and non-point source contamination	0%	100%	1	0	0		
ENV.ER.4:	Soil and land	20%	80	5	1	6		
	Desertification	0%	100%	1	0	0		
	Mass movement and erosion	0%	100%	1	0	0		
	Sediment contamination	0%	100%	1	0	0		
	Land use and land management (including food production, agriculture and zoning)	0%	100%	1	0	0		
	Solid and hazardous waste	100%	0	1	1	6		
ENV.ER.5:	Wildlife and wilderness	0%	100%	3	0	0		
	Wildlife and wilderness management	0%	100%	1	0	0		
	Endangered species	0%	100%	1	0	0		
	Invasive Species	0%	100%	1	0	0		
	Introduced Species	0%	100%	1	0	0		
ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES	56%	44	9	5	50		
ENV.GP.1:	Human Population	100%	0	1	1	15		
ENV.GP.2:	Potable water quality, use and availability	100%	0	1	1	4		
ENV.GP.3:	Climate change	0%	100%	1	0	0		
ENV.GP.4:	Sustainability	100%	0	1	1	18		
ENV.GP.5:	Species depletion and extinction	0%	100%	1	0	0		
ENV.GP.6:	Air quality	100%	0	1	1	7		
ENV.GP.7:	Food production and availability	0%	100%	1	0	0		
ENV.GP.8:	Deforestation and loss of biodiversity	0%	100%	1	0	0		
ENV.GP.9:	Waste management (solid and hazardous)	100%	0	1	1	6		
	Physical Geology	35%	65	69	24	136		
PG.M:	MINERALS	100%	0	5	5	10		
PG.M.1:	Atoms and elements	100%	0	1	1	2		
PG.M.2:	Chemical bonding (ionic, covalent, metallic)	100%	0	1	1	2		
PG.M.3:	Crystallinity (crystal structure)	100%	0	1	1	2		
PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition)	100%	0	1	1	2		
PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability)	100%	0	1	1	2		
PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS	19%	81	21	4	11		
PG.IMS.1:	Igneous	14%	86	7	1	4		
	Mafic and felsic rocks and minerals	0%	100%	1	0	0		
	Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)	0%	100%	1	0	0		
	Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)	0%	100%	1	0	0		
	Magnetic reversals and Earth's magnetic field	100%	0	1	1	4		
	Thermal energy within the Earth	0%	100%	1	0	0		
	Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)	0%	100%	1	0	0		
	Bowen's Reaction Series (continuous and discontinuous branches)	0%	100%	1	0	0		
PG.IMS.2:	Metamorphic	0%	100%	4	0	0		
	Pressure, stress, temperature and compressional forces	0%	100%	1	0	0		
	Foliated (regional), non-foliated (contact)	0%	100%	1	0	0		
	Parent rock and degrees of metamorphism	0%	100%	1	0	0		
	Metamorphic zones (where metamorphic rocks are found)	0%	100%	1	0	0		

PG.IMS.3:	Sedimentary	0%	100%	2	0	0		
	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)	0%	100%	1	0	0		
	Depositional environments	0%	100%	1	0	0		
PG.IMS.4:	Ocean	38%	62	8	3	7		
	Tides (daily, neap and spring)	0%	100%	1	0	0		
	Currents (deep and shallow, rip and longshore)	100%	0	1	1	2		
	Thermal energy and water density	100%	0	1	1	2		
	Waves	100%	0	1	1	3		
	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs)	0%	100%	1	0	0		
	Passive and active continental margins	0%	100%	1	0	0		
	Transgressing and regressing sea levels	0%	100%	1	0	0		
	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas)	0%	100%	1	0	0		
PG.EH:	EARTH'S HISTORY	40%	60	10	4	8		
PG.EH.1:	The geologic rock record	40%	60	10	4	8		
	Relative and absolute age	100%	0	1	1	2		
	Principles to determine relative age	0%	100%	3	0	0		
	Original horizontality	0%	100%	1	0	0		
	Superposition	0%	100%	1	0	0		
	Cross-cutting relationships	0%	100%	1	0	0		
	Absolute age	100%	0	2	2	4		
	Radiometric dating (isotopes, radioactive decay)	100%	0	1	1	2		
	Correct uses of radiometric dating	100%	0	1	1	2		
	Combining relative and absolute age data	100%	0	1	1	2		
	The geologic time scale	0%	100%	3	0	0		
	Comprehending geologic time	0%	100%	1	0	0		
	Climate changes evident through the rock record	0%	100%	1	0	0		
	Fossil record	0%	100%	1	0	0		
PG.PT:	PLATE TECTONICS	33%	67	15	5	16		
PG.PT.1:	Internal Earth	100%	0	2	2	4		
	Seismic waves	100%	0	2	2	4		
	S and P waves	100%	0	1	1	2		
	Velocities, reflection, refraction of waves	100%	0	1	1	2		
PG.PT.2:	Structure of Earth (Note: specific layers were part of grade 8)	33%	67	6	2	8		
	Asthenosphere	100%	0	1	1	6		
	Lithosphere	0%	100%	1	0	0		
	Mohorovicic boundary (Moho)	0%	100%	1	0	0		
	Composition of each of the layers of Earth	0%	100%	1	0	0		
	Gravity, magnetism and isostasy	100%	0	1	1	2		
	Thermal energy (geothermal gradient and heat flow)	0%	100%	1	0	0		
PG.PT.3:	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)	50%	50	2	1	4		
	Paleomagnetism and magnetic anomalies	100%	0	1	1	4		
	Paleoclimatology	0%	100%	1	0	0		
PG.PT.4:	Plate motion (Note: introduced in grade 8)	0%	100%	5	0	0		
	Causes and evidence of plate motion	0%	100%	1	0	0		
	Measuring plate motion	0%	100%	1	0	0		
	Characteristics of oceanic and continental plates	0%	100%	1	0	0		
	Relationship of plate movement and geologic events	0%	100%	1	0	0		
	Mantle plumes	0%	100%	1	0	0		
PG.ER:	EARTH'S RESOURCES	55%	45	11	6	91		
PG.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
PG.ER.2:	Air	100%	0	2	2	8		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		

PG.ER.3:	Water	50%	50	2	1	1		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
PG.ER.4:	Soil and sediment	0%	100%	3	0	0		
	Desertification	0%	100%	1	0	0		
	Mass wasting and erosion	0%	100%	1	0	0		
	Sediment and contamination	0%	100%	1	0	0		
PG.GG:	GLACIAL GEOLOGY	0%	100%	7	0	0		
PG.GG.1:	Glaciers and glaciation	0%	100%	7	0	0		
	Evidence of past glaciers (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Glacial deposition and erosion (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Data from ice cores	0%	100%	2	0	0		
	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)	0%	100%	1	0	0		
	Evidence of climate changes throughout Earth's history	0%	100%	1	0	0		
	Glacial distribution and causes of glaciation	0%	100%	1	0	0		
	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)	0%	100%	1	0	0		
	Glacial structure, formation and movement	0%	100%	1	0	0		
	Physics	98%	2	42	41	708		
P.M:	MOTION	100%	0	7	7	75		
P.M.1:	Motion Graphs	100%	0	3	3	18		
	Position vs. time	100%	0	1	1	6		
	Velocity vs. time	100%	0	1	1	6		
	Acceleration vs. time	100%	0	1	1	6		
P.M.2:	Problem Solving	100%	0	2	2	45		
	Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)	100%	0	1	1	11		
	Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)	100%	0	1	1	34		
P.M.3:	Projectile Motion	100%	0	2	2	12		
	Independence of horizontal and vertical motion	100%	0	1	1	6		
	Problem-solving involving horizontally launched projectiles	100%	0	1	1	6		
P.F:	MOMENTUM AND MOTION	100%	0	9	9	169		
P.F.1:	Newton's laws applied to complex problems	100%	0	1	1	34		
P.F.2:	Gravitational force and fields	100%	0	1	1	37		
P.F.3:	Elastic forces	100%	0	1	1	8		
P.F.4:	Friction force (static and kinetic)	100%	0	1	1	14		
P.F.5:	Air resistance and drag	100%	0	1	1	4		
P.F.6:	Forces in two dimensions	100%	0	3	3	63		
	Adding vector forces	100%	0	1	1	28		
	Motion down inclines	100%	0	1	1	28		
	Centripetal forces and circular motion	100%	0	1	1	7		
P.F.7:	Momentum, impulse and conservation of momentum	100%	0	1	1	9		
P.E:	ENERGY	100%	0	5	5	87		
P.E.1:	Gravitational potential energy	100%	0	1	1	14		
P.E.2:	Energy in springs	100%	0	1	1	8		
P.E.3:	Work and power	100%	0	1	1	29		
P.E.4:	Conservation of energy	100%	0	1	1	18		
P.E.5:	Nuclear energy	100%	0	1	1	18		
P.W:	WAVES	100%	0	11	11	192		
P.W.1:	Wave properties	100%	0	5	5	99		
	Conservation of energy	100%	0	1	1	18		
	Reflection	100%	0	1	1	22		
	Refraction	100%	0	1	1	23		
	Interference	100%	0	1	1	19		
	Diffraction	100%	0	1	1	17		
P.W.2:	Light phenomena	100%	0	6	6	93		
	Ray diagrams (propagation of light)	100%	0	1	1	7		

	Law of reflection (equal angles)	100%	0	1	1	7		
	Snell's law	100%	0	1	1	6		
	Diffraction patterns	100%	0	1	1	47		
	Wave—particle duality of light	100%	0	1	1	18		
	Visible spectrum of color	100%	0	1	1	8		
P.EM:	ELECTRICITY AND MAGNETISM	90%	10	10	9	185		
P.EM.1:	Charging objects (friction, contact and induction)	100%	0	1	1	27		
P.EM.2:	Coulomb's law	100%	0	1	1	8		
P.EM.3:	Electric fields and electric potential energy	100%	0	1	1	33		
P.EM.4:	DC circuits	80%	20	5	4	42		
	Ohm's law	100%	0	1	1	9		
	Series circuits	100%	0	1	1	8		
	Parallel circuits	100%	0	1	1	8		
	Mixed circuits	0%	100%	1	0	0		
	Applying conservation of charge and energy (junction and loop rules)	100%	0	1	1	17		
P.EM.5:	Magnetic fields	100%	0	1	1	14		
P.EM.6:	Electromagnetic interactions	100%	0	1	1	61		
	Human Anatomy and Physiology	53%	47	19	10	56		
AP.LO:	LEVELS OF ORGANIZATION	75%	25	4	3	27		
AP.LO.1:	Hierarchy of Organization	100%	0	1	1	13		
AP.LO.2:	Types of Tissues	0%	100%	1	0	0		
AP.LO.3:	Homeostasis	100%	0	1	1	6		
AP.LO.4:	Anatomical Terminology	100%	0	1	1	8		
AP.SM:	SUPPORT AND MOTION	0%	100%	3	0	0		
AP.SM.1:	Integumentary System	0%	100%	1	0	0		
AP.SM.2:	Skeletal System	0%	100%	1	0	0		
AP.SM.3:	Muscular System	0%	100%	1	0	0		
AP.IC:	INTEGRATION AND COORDINATION	60%	40	5	3	18		
AP.IC.1:	Nervous System	100%	0	1	1	6		
AP.IC.2:	Special Senses	67%	33	3	2	12		
	Sense of Sight	100%	0	1	1	7		
	Senses of Hearing and Balance	100%	0	1	1	5		
	Senses of Taste and Smell	0%	100%	1	0	0		
AP.IC.3:	Endocrine System	0%	100%	1	0	0		
AP.T:	TRANSPORT	67%	33	3	2	4		
AP.T.1:	Blood	100%	0	1	1	2		
AP.T.2:	Cardiovascular System	100%	0	1	1	2		
AP.T.3:	Lymphatic and Immune Systems	0%	100%	1	0	0		
AP.AE:	ABSORPTION AND EXCRETION	33%	67	3	1	4		
AP.AE.1:	Digestive System	100%	0	1	1	4		
AP.AE.2:	Respiratory System	0%	100%	1	0	0		
AP.AE.3:	Urinary System	0%	100%	1	0	0		
AP.R:	REPRODUCTION	100%	0	1	1	3		
AP.R.1:	Reproductive System	100%	0	1	1	3		
	Physical Science	100%	0	36	36	1206		
PS.M:	STUDY OF MATTER	100%	0	12	12	604		
PS.M.1:	Classification of matter	100%	0	3	3	214		
	Heterogeneous vs. homogeneous	100%	0	1	1	17		
	Properties of matter	100%	0	1	1	158		
	States of matter and its changes	100%	0	1	1	39		
PS.M.2:	Atoms	100%	0	3	3	120		
	Models of the atom (components)	100%	0	1	1	84		
	Ions (cations and anions)	100%	0	1	1	28		
	Isotopes	100%	0	1	1	8		
PS.M.3:	Periodic trends of the elements	100%	0	2	2	86		
	Periodic law	100%	0	1	1	9		
	Representative groups	100%	0	1	1	77		
PS.M.4:	Bonding and compounds	100%	0	2	2	77		
	Bonding (ionic and covalent)	100%	0	1	1	46		
	Nomenclature	100%	0	1	1	31		
PS.M.5:	Reactions of matter	100%	0	2	2	107		
	Chemical reactions	100%	0	1	1	82		
	Nuclear reactions	100%	0	1	1	25		
PS.EW:	ENERGY AND WAVES	100%	0	11	11	329		

PS.EW.1:	Conservation of energy	100%	0	2	2	45		
	Quantifying kinetic energy	100%	0	1	1	31		
	Quantifying gravitational potential energy	100%	0	1	1	14		
PS.EW.2:	Transfer and transformation of energy (including work)	100%	0	1	1	80		
PS.EW.3:	Waves	100%	0	3	3	86		
	Refraction, reflection, diffraction, absorption, superposition	100%	0	1	1	33		
	Radiant energy and the electromagnetic spectrum	100%	0	1	1	42		
	Doppler shift	100%	0	1	1	11		
PS.EW.4:	Thermal energy	100%	0	1	1	34		
PS.EW.5:	Electricity	100%	0	4	4	84		
	Movement of electrons	100%	0	1	1	14		
	Current	100%	0	1	1	32		
	Electric potential (voltage)	100%	0	1	1	28		
	Resistors and transfer of energy	100%	0	1	1	10		
PS.FM:	FORCES AND MOTION	100%	0	9	9	262		
PS.FM.1:	Motion	100%	0	3	3	69		
	Introduction to one-dimensional vectors	100%	0	1	1	28		
	Displacement, velocity (constant, average and instantaneous) and acceleration	100%	0	1	1	32		
	Interpreting position vs. time and velocity vs. time graphs	100%	0	1	1	9		
PS.FM.2:	Forces	100%	0	3	3	133		
	Force diagrams	100%	0	1	1	14		
	Types of forces (gravity, friction, normal, tension)	100%	0	1	1	85		
	Field model for forces at a distance	100%	0	1	1	34		
PS.FM.3:	Dynamics (how forces affect motion)	100%	0	3	3	60		
	Objects at rest	100%	0	1	1	21		
	Objects moving with constant velocity	100%	0	1	1	15		
	Accelerating objects	100%	0	1	1	24		
PS.U:	THE UNIVERSE	100%	0	4	4	11		
PS.U.1:	History of the universe	100%	0	1	1	3		
PS.U.2:	Galaxies	100%	0	1	1	2		
PS.U.3:	Stars	100%	0	2	2	6		
	Formation: stages of evolution	100%	0	1	1	3		
	Fusion in stars	100%	0	1	1	3		
	Biology	21%	79	24	5	28		
B.H:	HEREDITY	20%	80	5	1	2		
B.H.1:	Cellular genetics	0%	100%	1	0	0		
B.H.2:	Structure and function of DNA in cells	0%	100%	1	0	0		
B.H.3:	Genetic mechanisms and inheritance	100%	0	1	1	2		
B.H.4:	Mutations	0%	100%	1	0	0		
B.H.5:	Modern genetics	0%	100%	1	0	0		
B.E:	EVOLUTION	0%	100%	7	0	0		
B.E.1:	Mechanisms	0%	100%	5	0	0		
	Natural selection	0%	100%	1	0	0		
	Mutation	0%	100%	1	0	0		
	Genetic drift	0%	100%	1	0	0		
	Gene flow (immigration, emigration)	0%	100%	1	0	0		
	Sexual selection	0%	100%	1	0	0		
B.E.2:	Speciation	0%	100%	2	0	0		
	Biological classification expanded to molecular evidence	0%	100%	1	0	0		
	Variation of organisms within species due to population genetics and gene frequency	0%	100%	1	0	0		
B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE	13%	87	8	1	8		
B.DI.1:	Biodiversity	0%	100%	2	0	0		
	Genetic diversity	0%	100%	1	0	0		
	Species diversity	0%	100%	1	0	0		
B.DI.2:	Ecosystems	0%	100%	2	0	0		
	Equilibrium and disequilibrium	0%	100%	1	0	0		
	Carrying capacity	0%	100%	1	0	0		
B.DI.3:	Loss of Diversity	25%	75	4	1	8		
	Climate change	0%	100%	1	0	0		
	Anthropocene effects	100%	0	1	1	8		
	Extinction	0%	100%	1	0	0		

	Invasive species	0%	100%	1	0	0		
B.C:	CELLS	75%	25	4	3	18		
B.C.1:	Cell structure and function	50%	50	2	1	2		
	Structure, function and interrelatedness of cell organelles	100%	0	1	1	2		
	Eukaryotic cells and prokaryotic cells	0%	100%	1	0	0		
B.C.2:	Cellular processes	100%	0	2	2	16		
	Characteristics of life regulated by cellular processes	100%	0	1	1	5		
	Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules	100%	0	1	1	11		
	Chemistry	100%	0	25	25	791		
C.PM:	STRUCTURE AND PROPERTIES OF MATTER	100%	0	15	15	524		
C.PM.1:	Atomic structure	100%	0	3	3	110		
	Evolution of atomic models/theory	100%	0	1	1	24		
	Electrons	100%	0	1	1	39		
	Electron configurations	100%	0	1	1	47		
C.PM.2:	Periodic Table	100%	0	2	2	86		
	Properties	100%	0	1	1	52		
	Trends	100%	0	1	1	34		
C.PM.3:	Chemical bonding	100%	0	2	2	53		
	Ionic	100%	0	1	1	12		
	Polar/covalent	100%	0	1	1	41		
C.PM.4:	Representing compounds	100%	0	3	3	150		
	Formula writing	100%	0	1	1	83		
	Nomenclature	100%	0	1	1	31		
	Models and shapes (Lewis structures, ball and stick, molecular geometries)	100%	0	1	1	36		
C.PM.5:	Quantifying matter	100%	0	1	1	44		
C.PM.6:	Intermolecular forces of attraction	100%	0	4	4	81		
	Types and strengths	100%	0	1	1	19		
	Implications for properties of substances	100%	0	3	3	62		
	Melting and boiling point	100%	0	1	1	31		
	Solubility	100%	0	1	1	15		
	Vapor pressure	100%	0	1	1	16		
C.IM:	INTERACTIONS OF MATTER	100%	0	10	10	267		
C.IM.1:	Chemical reactions	100%	0	5	5	205		
	Types of reactions	100%	0	1	1	82		
	Kinetics	100%	0	1	1	30		
	Energy	100%	0	1	1	42		
	Equilibrium	100%	0	1	1	17		
	Acids/bases	100%	0	1	1	34		
C.IM.2:	Gas laws	100%	0	2	2	16		
	Pressure, volume and temperature	100%	0	1	1	9		
	Ideal gas law	100%	0	1	1	7		
C.IM.3:	Stoichiometry	100%	0	3	3	46		
	Molecular calculations	100%	0	1	1	26		
	Solutions	100%	0	1	1	16		
	Limiting reagents	100%	0	1	1	4		

Grade: 12

63% of the lowest level standards for this state/subject/grade were met by **Biology, Chemistry, IPC, Physics.**

37% of the lowest level standards for this state/subject/grade were *not* met by **Biology, Chemistry, IPC, Physics.**

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	Environmental Science	50%	50	42	21	181		
	EARTH SYSTEMS: INTERCONNECTED SPHERES OF EARTH	50%	50	14	7	28		
ENV.ES.1:	Bio sphere	25%	75	4	1	2		
	Evolution and adaptation in populations	100%	0	1	1	2		
	Bio diversity	0%	100%	1	0	0		
	Eco systems (equilibrium, species interactions, stability)	0%	100%	1	0	0		
	Population dynamics	0%	100%	1	0	0		
ENV.ES.2:	Atmosphere	100%	0	1	1	9		
	Atmospheric properties and currents	100%	0	1	1	9		
ENV.ES.3:	Lithosphere	100%	0	1	1	3		
	Geologic events and processes	100%	0	1	1	3		

ENV.ES.4:	Hydrosphere	0%	100%	3	0	0		
	Oceanic currents and patterns (as they relate to climate)	0%	100%	1	0	0		
	Surface and ground water flow patterns and movement	0%	100%	1	0	0		
	Cryosphere	0%	100%	1	0	0		
ENV.ES.5:	Movement of matter and energy through the hydrosphere, lithosphere, atmosphere and biosphere	80%	20	5	4	14		
	Energy transformation on global, regional and local scales	100%	0	1	1	7		
	Biogeochemical cycles	100%	0	1	1	1		
	Ecosystems	100%	0	1	1	3		
	Weather	100%	0	1	1	3		
	Climate	0%	100%	1	0	0		
	EARTH'S RESOURCES	47%	53	19	9	103		
ENV.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
ENV.ER.2:	Air and air pollution	100%	0	3	3	11		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		
	Clean Air Act	100%	0	1	1	3		
ENV.ER.3:	Water and water pollution	50%	50	4	2	4		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
	Clean Water Act	100%	0	1	1	3		
	Point source and non-point source contamination	0%	100%	1	0	0		
ENV.ER.4:	Soil and land	20%	80	5	1	6		
	Desertification	0%	100%	1	0	0		
	Mass movement and erosion	0%	100%	1	0	0		
	Sediment contamination	0%	100%	1	0	0		
	Land use and land management (including food production, agriculture and zoning)	0%	100%	1	0	0		
	Solid and hazardous waste	100%	0	1	1	6		
ENV.ER.5:	Wildlife and wilderness	0%	100%	3	0	0		
	Wildlife and wilderness management	0%	100%	1	0	0		
	Endangered species	0%	100%	1	0	0		
	Invasive Species	0%	100%	1	0	0		
	Introduced Species	0%	100%	1	0	0		
ENV.GP:	GLOBAL ENVIRONMENTAL PROBLEMS AND ISSUES	56%	44	9	5	50		
ENV.GP.1:	Human Population	100%	0	1	1	15		
ENV.GP.2:	Potable water quality, use and availability	100%	0	1	1	4		
ENV.GP.3:	Climate change	0%	100%	1	0	0		
ENV.GP.4:	Sustainability	100%	0	1	1	18		
ENV.GP.5:	Species depletion and extinction	0%	100%	1	0	0		
ENV.GP.6:	Air quality	100%	0	1	1	7		
ENV.GP.7:	Food production and availability	0%	100%	1	0	0		
ENV.GP.8:	Deforestation and loss of biodiversity	0%	100%	1	0	0		
ENV.GP.9:	Waste management (solid and hazardous)	100%	0	1	1	6		
	Physical Geology	35%	65	69	24	136		
PG.M:	MINERALS	100%	0	5	5	10		
PG.M.1:	Atoms and elements	100%	0	1	1	2		
PG.M.2:	Chemical bonding (ionic, covalent, metallic)	100%	0	1	1	2		
PG.M.3:	Crystallinity (crystal structure)	100%	0	1	1	2		
PG.M.4:	Criteria of a mineral (crystalline solid, occurs in nature, inorganic, defined chemical composition)	100%	0	1	1	2		
PG.M.5:	Properties of minerals (hardness, luster, cleavage, streak, crystal shape, fluorescence, flammability, density/specific gravity, malleability)	100%	0	1	1	2		
PG.IMS:	IGNEOUS, METAMORPHIC AND SEDIMENTARY ROCKS	19%	81	21	4	11		
PG.IMS.1:	Igneous	14%	86	7	1	4		
	Mafic and felsic rocks and minerals	0%	100%	1	0	0		

	Intrusive (igneous structures: dikes, sills, batholiths, pegmatites)	0%	100%	1	0	0		
	Earth's interior (inner core, outer core, lower mantle, upper mantle, Mohorovicic discontinuity, crust)	0%	100%	1	0	0		
	Magnetic reversals and Earth's magnetic field	100%	0	1	1	4		
	Thermal energy within the Earth	0%	100%	1	0	0		
	Extrusive (volcanic activity, volcanoes: cinder cones, composite, shield)	0%	100%	1	0	0		
	Bowen's Reaction Series (continuous and discontinuous branches)	0%	100%	1	0	0		
PG.IMS.2:	Metamorphic	0%	100%	4	0	0		
	Pressure, stress, temperature and compressional forces	0%	100%	1	0	0		
	Foliated (regional), non-foliated (contact)	0%	100%	1	0	0		
	Parent rock and degrees of metamorphism	0%	100%	1	0	0		
	Metamorphic zones (where metamorphic rocks are found)	0%	100%	1	0	0		
PG.IMS.3:	Sedimentary	0%	100%	2	0	0		
	Division of sedimentary rocks and minerals (chemical, clastic/physical, organic)	0%	100%	1	0	0		
	Depositional environments	0%	100%	1	0	0		
PG.IMS.4:	Ocean	38%	62	8	3	7		
	Tides (daily, neap and spring)	0%	100%	1	0	0		
	Currents (deep and shallow, rip and longshore)	100%	0	1	1	2		
	Thermal energy and water density	100%	0	1	1	2		
	Waves	100%	0	1	1	3		
	Ocean features (ridges, trenches, island systems, abyssal zone, shelves, slopes, reefs, island arcs)	0%	100%	1	0	0		
	Passive and active continental margins	0%	100%	1	0	0		
	Transgressing and regressing sea levels	0%	100%	1	0	0		
	Streams (channels, streambeds, floodplains, cross-bedding, alluvial fans, deltas)	0%	100%	1	0	0		
PG.EH:	EARTH'S HISTORY	40%	60	10	4	8		
PG.EH.1:	The geologic rock record	40%	60	10	4	8		
	Relative and absolute age	100%	0	1	1	2		
	Principles to determine relative age	0%	100%	3	0	0		
	Original horizontality	0%	100%	1	0	0		
	Superposition	0%	100%	1	0	0		
	Cross-cutting relationships	0%	100%	1	0	0		
	Absolute age	100%	0	2	2	4		
	Radiometric dating (isotopes, radioactive decay)	100%	0	1	1	2		
	Correct uses of radiometric dating	100%	0	1	1	2		
	Combining relative and absolute age data	100%	0	1	1	2		
	The geologic time scale	0%	100%	3	0	0		
	Comprehending geologic time	0%	100%	1	0	0		
	Climate changes evident through the rock record	0%	100%	1	0	0		
	Fossil record	0%	100%	1	0	0		
PG.PT:	PLATE TECTONICS	33%	67	15	5	16		
PG.PT.1:	Internal Earth	100%	0	2	2	4		
	Seismic waves	100%	0	2	2	4		
	S and P waves	100%	0	1	1	2		
	Velocities, reflection, refraction of waves	100%	0	1	1	2		
PG.PT.2:	Structure of Earth (Note: specific layers were part of grade 8)	33%	67	6	2	8		
	Asthenosphere	100%	0	1	1	6		
	Lithosphere	0%	100%	1	0	0		
	Mohorovicic boundary (Moho)	0%	100%	1	0	0		
	Composition of each of the layers of Earth	0%	100%	1	0	0		
	Gravity, magnetism and isostasy	100%	0	1	1	2		
	Thermal energy (geothermal gradient and heat flow)	0%	100%	1	0	0		
PG.PT.3:	Historical review (Note: this would include a review of continental drift and sea-floor spreading found in grade 8)	50%	50	2	1	4		
	Paleomagnetism and magnetic anomalies	100%	0	1	1	4		
	Paleoclimatology	0%	100%	1	0	0		
PG.PT.4:	Plate motion (Note: introduced in grade 8)	0%	100%	5	0	0		
	Causes and evidence of plate motion	0%	100%	1	0	0		

	Measuring plate motion	0%	100%	1	0	0		
	Characteristics of oceanic and continental plates	0%	100%	1	0	0		
	Relationship of plate movement and geologic events	0%	100%	1	0	0		
	Mantle plumes	0%	100%	1	0	0		
PG.ER:	EARTH'S RESOURCES	55%	45	11	6	91		
PG.ER.1:	Energy resources	75%	25	4	3	82		
	Renewable and nonrenewable energy sources and efficiency	100%	0	1	1	31		
	Alternate energy sources and efficiency	100%	0	1	1	20		
	Resource availability	100%	0	1	1	31		
	Mining and resource extraction	0%	100%	1	0	0		
PG.ER.2:	Air	100%	0	2	2	8		
	Primary and secondary contaminants	100%	0	1	1	5		
	Greenhouse gases	100%	0	1	1	3		
PG.ER.3:	Water	50%	50	2	1	1		
	Potable water and water quality	100%	0	1	1	1		
	Hypoxia, eutrophication	0%	100%	1	0	0		
PG.ER.4:	Soil and sediment	0%	100%	3	0	0		
	Desertification	0%	100%	1	0	0		
	Mass wasting and erosion	0%	100%	1	0	0		
	Sediment and contamination	0%	100%	1	0	0		
PG.GG:	GLACIAL GEOLOGY	0%	100%	7	0	0		
PG.GG.1:	Glaciers and glaciation	0%	100%	7	0	0		
	Evidence of past glaciers (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Glacial deposition and erosion (including features formed through erosion or deposition)	0%	100%	1	0	0		
	Data from ice cores	0%	100%	2	0	0		
	Historical changes (glacial ages, amounts, locations, particulate matter, correlation to fossil evidence)	0%	100%	1	0	0		
	Evidence of climate changes throughout Earth's history	0%	100%	1	0	0		
	Glacial distribution and causes of glaciation	0%	100%	1	0	0		
	Types of glaciers – continental (ice sheets, ice caps), alpine/valley (piedmont, valley, cirque, ice caps)	0%	100%	1	0	0		
	Glacial structure, formation and movement	0%	100%	1	0	0		
	Physics	98%	2	42	41	708		
P.M:	MOTION	100%	0	7	7	75		
P.M.1:	Motion Graphs	100%	0	3	3	18		
	Position vs. time	100%	0	1	1	6		
	Velocity vs. time	100%	0	1	1	6		
	Acceleration vs. time	100%	0	1	1	6		
P.M.2:	Problem Solving	100%	0	2	2	45		
	Using graphs (average velocity, instantaneous velocity, acceleration, displacement, change in velocity)	100%	0	1	1	11		
	Uniform acceleration including free fall (initial velocity, final velocity, time, displacement, acceleration, average velocity)	100%	0	1	1	34		
P.M.3:	Projectile Motion	100%	0	2	2	12		
	Independence of horizontal and vertical motion	100%	0	1	1	6		
	Problem-solving involving horizontally launched projectiles	100%	0	1	1	6		
P.F:	MOMENTUM AND MOTION	100%	0	9	9	169		
P.F.1:	Newton's laws applied to complex problems	100%	0	1	1	34		
P.F.2:	Gravitational force and fields	100%	0	1	1	37		
P.F.3:	Elastic forces	100%	0	1	1	8		
P.F.4:	Friction force (static and kinetic)	100%	0	1	1	14		
P.F.5:	Air resistance and drag	100%	0	1	1	4		
P.F.6:	Forces in two dimensions	100%	0	3	3	63		
	Adding vector forces	100%	0	1	1	28		
	Motion down inclines	100%	0	1	1	28		
	Centripetal forces and circular motion	100%	0	1	1	7		
P.F.7:	Momentum, impulse and conservation of momentum	100%	0	1	1	9		
P.E:	ENERGY	100%	0	5	5	87		

P.E.1:	Gravitational potential energy	100%	0	1	1	14		
P.E.2:	Energy in springs	100%	0	1	1	8		
P.E.3:	Work and power	100%	0	1	1	29		
P.E.4:	Conservation of energy	100%	0	1	1	18		
P.E.5:	Nuclear energy	100%	0	1	1	18		
P.W:	WAVES	100%	0	11	11	192		
P.W.1:	Wave properties	100%	0	5	5	99		
	Conservation of energy	100%	0	1	1	18		
	Reflection	100%	0	1	1	22		
	Refraction	100%	0	1	1	23		
	Interference	100%	0	1	1	19		
	Diffraction	100%	0	1	1	17		
P.W.2:	Light phenomena	100%	0	6	6	93		
	Ray diagrams (propagation of light)	100%	0	1	1	7		
	Law of reflection (equal angles)	100%	0	1	1	7		
	Snell's law	100%	0	1	1	6		
	Diffraction patterns	100%	0	1	1	47		
	Wave—particle duality of light	100%	0	1	1	18		
	Visible spectrum of color	100%	0	1	1	8		
P.EM:	ELECTRICITY AND MAGNETISM	90%	10	10	9	185		
P.EM.1:	Charging objects (friction, contact and induction)	100%	0	1	1	27		
P.EM.2:	Coulomb's law	100%	0	1	1	8		
P.EM.3:	Electric fields and electric potential energy	100%	0	1	1	33		
P.EM.4:	DC circuits	80%	20	5	4	42		
	Ohm's law	100%	0	1	1	9		
	Series circuits	100%	0	1	1	8		
	Parallel circuits	100%	0	1	1	8		
	Mixed circuits	0%	100%	1	0	0		
	Applying conservation of charge and energy (junction and loop rules)	100%	0	1	1	17		
P.EM.5:	Magnetic fields	100%	0	1	1	14		
P.EM.6:	Electromagnetic interactions	100%	0	1	1	61		
	Human Anatomy and Physiology	53%	47	19	10	56		
AP.LO:	LEVELS OF ORGANIZATION	75%	25	4	3	27		
AP.LO.1:	Hierarchy of Organization	100%	0	1	1	13		
AP.LO.2:	Types of Tissues	0%	100%	1	0	0		
AP.LO.3:	Homeostasis	100%	0	1	1	6		
AP.LO.4:	Anatomical Terminology	100%	0	1	1	8		
AP.SM:	SUPPORT AND MOTION	0%	100%	3	0	0		
AP.SM.1:	Integumentary System	0%	100%	1	0	0		
AP.SM.2:	Skeletal System	0%	100%	1	0	0		
AP.SM.3:	Muscular System	0%	100%	1	0	0		
AP.IC:	INTEGRATION AND COORDINATION	60%	40	5	3	18		
AP.IC.1:	Nervous System	100%	0	1	1	6		
AP.IC.2:	Special Senses	67%	33	3	2	12		
	Sense of Sight	100%	0	1	1	7		
	Senses of Hearing and Balance	100%	0	1	1	5		
	Senses of Taste and Smell	0%	100%	1	0	0		
AP.IC.3:	Endocrine System	0%	100%	1	0	0		
AP.T:	TRANSPORT	67%	33	3	2	4		
AP.T.1:	Blood	100%	0	1	1	2		
AP.T.2:	Cardiovascular System	100%	0	1	1	2		
AP.T.3:	Lymphatic and Immune Systems	0%	100%	1	0	0		
AP.AE:	ABSORPTION AND EXCRETION	33%	67	3	1	4		
AP.AE.1:	Digestive System	100%	0	1	1	4		
AP.AE.2:	Respiratory System	0%	100%	1	0	0		
AP.AE.3:	Urinary System	0%	100%	1	0	0		
AP.R:	REPRODUCTION	100%	0	1	1	3		
AP.R.1:	Reproductive System	100%	0	1	1	3		
	Physical Science	100%	0	36	36	1206		
PS.M:	STUDY OF MATTER	100%	0	12	12	604		
PS.M.1:	Classification of matter	100%	0	3	3	214		
	Heterogeneous vs. homogeneous	100%	0	1	1	17		
	Properties of matter	100%	0	1	1	158		
	States of matter and its changes	100%	0	1	1	39		

PS.M.2:	Atoms	100%	0	3	3	120		
	Models of the atom (components)	100%	0	1	1	84		
	Ions (cations and anions)	100%	0	1	1	28		
	Isotopes	100%	0	1	1	8		
PS.M.3:	Periodic trends of the elements	100%	0	2	2	86		
	Periodic law	100%	0	1	1	9		
	Representative groups	100%	0	1	1	77		
PS.M.4:	Bonding and compounds	100%	0	2	2	77		
	Bonding (ionic and covalent)	100%	0	1	1	46		
	Nomenclature	100%	0	1	1	31		
PS.M.5:	Reactions of matter	100%	0	2	2	107		
	Chemical reactions	100%	0	1	1	82		
	Nuclear reactions	100%	0	1	1	25		
PS.EW:	ENERGY AND WAVES	100%	0	11	11	329		
PS.EW.1:	Conservation of energy	100%	0	2	2	45		
	Quantifying kinetic energy	100%	0	1	1	31		
	Quantifying gravitational potential energy	100%	0	1	1	14		
PS.EW.2:	Transfer and transformation of energy (including work)	100%	0	1	1	80		
PS.EW.3:	Waves	100%	0	3	3	86		
	Refraction, reflection, diffraction, absorption, superposition	100%	0	1	1	33		
	Radiant energy and the electromagnetic spectrum	100%	0	1	1	42		
	Doppler shift	100%	0	1	1	11		
PS.EW.4:	Thermal energy	100%	0	1	1	34		
PS.EW.5:	Electricity	100%	0	4	4	84		
	Movement of electrons	100%	0	1	1	14		
	Current	100%	0	1	1	32		
	Electric potential (voltage)	100%	0	1	1	28		
	Resistors and transfer of energy	100%	0	1	1	10		
PS.FM:	FORCES AND MOTION	100%	0	9	9	262		
PS.FM.1:	Motion	100%	0	3	3	69		
	Introduction to one-dimensional vectors	100%	0	1	1	28		
	Displacement, velocity (constant, average and instantaneous) and acceleration	100%	0	1	1	32		
	Interpreting position vs. time and velocity vs. time graphs	100%	0	1	1	9		
PS.FM.2:	Forces	100%	0	3	3	133		
	Force diagrams	100%	0	1	1	14		
	Types of forces (gravity, friction, normal, tension)	100%	0	1	1	85		
	Field model for forces at a distance	100%	0	1	1	34		
PS.FM.3:	Dynamics (how forces affect motion)	100%	0	3	3	60		
	Objects at rest	100%	0	1	1	21		
	Objects moving with constant velocity	100%	0	1	1	15		
	Accelerating objects	100%	0	1	1	24		
PS.U:	THE UNIVERSE	100%	0	4	4	11		
PS.U.1:	History of the universe	100%	0	1	1	3		
PS.U.2:	Galaxies	100%	0	1	1	2		
PS.U.3:	Stars	100%	0	2	2	6		
	Formation: stages of evolution	100%	0	1	1	3		
	Fusion in stars	100%	0	1	1	3		
	Biology	21%	79	24	5	28		
B.H:	HEREDITY	20%	80	5	1	2		
B.H.1:	Cellular genetics	0%	100%	1	0	0		
B.H.2:	Structure and function of DNA in cells	0%	100%	1	0	0		
B.H.3:	Genetic mechanisms and inheritance	100%	0	1	1	2		
B.H.4:	Mutations	0%	100%	1	0	0		
B.H.5:	Modern genetics	0%	100%	1	0	0		
B.E:	EVOLUTION	0%	100%	7	0	0		
B.E.1:	Mechanisms	0%	100%	5	0	0		
	Natural selection	0%	100%	1	0	0		
	Mutation	0%	100%	1	0	0		
	Genetic drift	0%	100%	1	0	0		
	Gene flow (immigration, emigration)	0%	100%	1	0	0		
	Sexual selection	0%	100%	1	0	0		
B.E.2:	Speciation	0%	100%	2	0	0		

	Biological classification expanded to molecular evidence	0%	100%	1	0	0		
	Variation of organisms within species due to population genetics and gene frequency	0%	100%	1	0	0		
B.DI:	DIVERSITY AND INDEPENDENCE OF LIFE	13%	87	8	1	8		
B.DI.1:	Biodiversity	0%	100%	2	0	0		
	Genetic diversity	0%	100%	1	0	0		
	Species diversity	0%	100%	1	0	0		
B.DI.2:	Ecosystems	0%	100%	2	0	0		
	Equilibrium and disequilibrium	0%	100%	1	0	0		
	Carrying capacity	0%	100%	1	0	0		
B.DI.3:	Loss of Diversity	25%	75	4	1	8		
	Climate change	0%	100%	1	0	0		
	Anthropocene effects	100%	0	1	1	8		
	Extinction	0%	100%	1	0	0		
	Invasive species	0%	100%	1	0	0		
B.C:	CELLS	75%	25	4	3	18		
B.C.1:	Cell structure and function	50%	50	2	1	2		
	Structure, function and interrelatedness of cell organelles	100%	0	1	1	2		
	Eukaryotic cells and prokaryotic cells	0%	100%	1	0	0		
B.C.2:	Cellular processes	100%	0	2	2	16		
	Characteristics of life regulated by cellular processes	100%	0	1	1	5		
	Photosynthesis, chemosynthesis, cellular respiration, biosynthesis of macromolecules	100%	0	1	1	11		
	Chemistry	100%	0	25	25	791		
C.PM:	STRUCTURE AND PROPERTIES OF MATTER	100%	0	15	15	524		
C.PM.1:	Atomic structure	100%	0	3	3	110		
	Evolution of atomic models/theory	100%	0	1	1	24		
	Electrons	100%	0	1	1	39		
	Electron configurations	100%	0	1	1	47		
C.PM.2:	Periodic Table	100%	0	2	2	86		
	Properties	100%	0	1	1	52		
	Trends	100%	0	1	1	34		
C.PM.3:	Chemical bonding	100%	0	2	2	53		
	Ionic	100%	0	1	1	12		
	Polar/covalent	100%	0	1	1	41		
C.PM.4:	Representing compounds	100%	0	3	3	150		
	Formula writing	100%	0	1	1	83		
	Nomenclature	100%	0	1	1	31		
	Models and shapes (Lewis structures, ball and stick, molecular geometries)	100%	0	1	1	36		
C.PM.5:	Quantifying matter	100%	0	1	1	44		
C.PM.6:	Intermolecular forces of attraction	100%	0	4	4	81		
	Types and strengths	100%	0	1	1	19		
	Implications for properties of substances	100%	0	3	3	62		
	Melting and boiling point	100%	0	1	1	31		
	Solubility	100%	0	1	1	15		
	Vapor pressure	100%	0	1	1	16		
C.IM:	INTERACTIONS OF MATTER	100%	0	10	10	267		
C.IM.1:	Chemical reactions	100%	0	5	5	205		
	Types of reactions	100%	0	1	1	82		
	Kinetics	100%	0	1	1	30		
	Energy	100%	0	1	1	42		
	Equilibrium	100%	0	1	1	17		
	Acids/bases	100%	0	1	1	34		
C.IM.2:	Gas laws	100%	0	2	2	16		
	Pressure, volume and temperature	100%	0	1	1	9		
	Ideal gas law	100%	0	1	1	7		
C.IM.3:	Stoichiometry	100%	0	3	3	46		
	Molecular calculations	100%	0	1	1	26		
	Solutions	100%	0	1	1	16		
	Limiting reagents	100%	0	1	1	4		

Main Criteria: Ohio Learning Standards
Secondary Criteria: US Government, US History, World History
Subject: Social Studies
Grades: 9, 10, 11, 12
Correlation Options: Show All
 Include Correlation Statistics

Ohio Learning Standards
Social Studies
 Grade: 9 - Adopted: 2018

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

US History

- Unit 1: Lesson 3 - Activity - Revolutionary War
- Unit 2: Lesson 3 - Displacing the Plains Indians
- Unit 2: Lesson 10 - Activity - Advances in Communication
- Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
- Unit 3: Lesson 4 - Activity - Separating Fact From Legend
- Unit 4: Lesson 4 - Activity - The Fed
- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
- Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
- Unit 9: Lesson 5 - Activity - Endangered Species Act
- Unit 9: Lesson 9 - Activity - The Nixon Resignation

PROFICIENCY LEVEL 2. Historians develop theses and use evidence to support or refute positions.

US History

- Unit 1: Lesson 3 - Activity - Revolutionary War
- Unit 2: Lesson 3 - Displacing the Plains Indians
- Unit 2: Lesson 10 - Activity - Advances in Communication
- Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
- Unit 3: Lesson 4 - Activity - Separating Fact From Legend
- Unit 4: Lesson 4 - Activity - The Fed
- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
- Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
- Unit 9: Lesson 5 - Activity - Endangered Species Act
- Unit 9: Lesson 9 - Activity - The Nixon Resignation

PROFICIENCY LEVEL 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.

US History

- Unit 1: Lesson 1 - Activity: Jamestown
- Unit 1: Lesson 1 - Exploration and Settlement
- Unit 1: Lesson 2 - The Thirteen Original Colonies
- Unit 1: Lesson 3 - Activity - Revolutionary War
- Unit 1: Lesson 3 - Conflict Leads to Independence
- Unit 1: Lesson 4 - Activity - Research
- Unit 1: Lesson 4 - Formation of a New Nation
- Unit 1: Lesson 5 - Expansion

Unit 1: Lesson 6 - Rise of Sectionalism
Unit 1: Lesson 7 - Secession and Confederation
Unit 1: Lesson 8 - Activity - Civil War Battles
Unit 1: Lesson 8 - The Civil War
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Activity - Railroad Land Grant
Unit 2: Lesson 1 - All Aboard For the West!
Unit 2: Lesson 2 - Settling the Frontier
Unit 2: Lesson 3 - Displacing the Plains Indians
Unit 2: Lesson 4 - The Plains Indian Wars
Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 6 - Immigration
Unit 2: Lesson 7 - Age of Invention
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Lesson 10 - Activity - Advances in Communication
Unit 2: Lesson 10 - Communications
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Lesson 4 - Activity - Separating Fact From Legend
Unit 3: Lesson 4 - Empire Building
Unit 3: Lesson 5 - The Rise of Reform Movements
Unit 3: Lesson 6 - The Progressive Movement
Unit 3: Lesson 7 - Americanization
Unit 3: Lesson 8 - Progressive Education
Unit 3: Lesson 9 - Growth of World Influence
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration
Unit 4: Lesson 3 - William Howard Taft Administration
Unit 4: Lesson 4 - Activity - The Fed
Unit 4: Lesson 4 - Woodrow Wilson Administration
Unit 4: Lesson 5 - War in Europe
Unit 4: Lesson 6 - The War Hits Home
Unit 4: Lesson 7 - The United States Mobilizes for War
Unit 4: Lesson 8 - Activity - "In Flanders Fields"
Unit 4: Lesson 8 - The United States Enters and Ends the War
Unit 4: Lesson 9 - Treaty of Versailles
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
Unit 5: Lesson 4 - Cultural Changes
Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - Activity - THE FDIC
Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - Activity - A Good Deal or Bad Deal?
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Reign of FDR

Unit 6: Lesson 2 - Background to World War II
Unit 6: Lesson 3 - The War Begins
Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 5 - The Holocaust
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 7 - Activity - Operation Overlord
Unit 6: Lesson 7 - Winning the War in Europe
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Lesson 9 - Ending the War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Events That Shaped our World
Unit 7: Lesson 2 - The Founding of the United Nations
Unit 7: Lesson 3 - The Nuremberg Trials
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 5 - Truman Administration
Unit 7: Lesson 6 - Korean War
Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
Unit 7: Lesson 7 - The Cold War
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Lesson 9 - Activity - Hollywood After World War II
Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Lesson 2 - Society in the 1950s
Unit 8: Lesson 3 - Space Race
Unit 8: Lesson 4 - Progress on Civil Rights
Unit 8: Lesson 5 - Kennedy Administration
Unit 8: Lesson 6 - Johnson Administration
Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
Unit 8: Lesson 7 - The Modern Civil Rights Movement
Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
Unit 8: Lesson 9 - The Warren Court
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Activity - The Science and Technology of War
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Lesson 4 - The Feminist Movement
Unit 9: Lesson 5 - Activity - Endangered Species Act
Unit 9: Lesson 5 - Focus on the Environment
Unit 9: Lesson 6 - Progress in Civil Rights
Unit 9: Lesson 7 - Hispanics and Civil Rights
Unit 9: Lesson 8 - Education Issues
Unit 9: Lesson 9 - Activity - The Nixon Resignation
Unit 9: Lesson 9 - Watergate
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter
Unit 10: Lesson 2 - Ronald Reagan
Unit 10: Lesson 3 - George H. W. Bush
Unit 10: Lesson 4 - William Clinton
Unit 10: Lesson 5 - George W. Bush
Unit 10: Lesson 6 - Barack Obama
Unit 10: Lesson 7 - Globalism vs. Nationalism
Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
Unit 10: Lesson 9 - Interacting With Peace Officers
Unit 10: Lesson 10 - Becoming a Naturalized Citizen
Unit 10: Quiz 1
Unit 10: Quiz 2
Unit 10: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 3 - Conflict Leads to Independence

PROFICIENCY LEVEL 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

No Correlations

PROFICIENCY LEVEL 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

US History

Unit 1: Lesson 4 - Activity - Research

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Quiz 2

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	<p>The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 8 - Advances in Agriculture Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Lesson 2 - Theodore Roosevelt Administration</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2</p>
PROFICIENCY LEVEL	9.	<p>The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2</p> <p><u>US History</u> Unit 2: Lesson 5 - Activity - Child Labor Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1 Unit 3: Quiz 2</p>
PROFICIENCY LEVEL	10.	<p>Immigration, internal migration and urbanization transformed American life.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 6 - Immigration Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 7 - Americanization Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 2</p>

PROFICIENCY LEVEL	11.	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. <u>US History</u> Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 4 - The Plains Indian Wars Unit 2: Quiz 1 Unit 2: Quiz 2
PROFICIENCY LEVEL	12.	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. <u>US History</u> Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 7 - Americanization Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 8: Quiz 2
PROFICIENCY LEVEL	13.	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. <u>World History</u> Unit 7: Lesson 3 - Industrial Revolution <u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 3 Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 8 - Progressive Education Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 2 - Theodore Roosevelt Administration Unit 4: Lesson 3 - William Howard Taft Administration Unit 4: Lesson 4 - Woodrow Wilson Administration Unit 4: Quiz 1 Unit 4: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	14.	<p>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 2 - World War I, Continued Unit 8: Lesson 4 - End of World War I</p> <p><u>US History</u> Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 9 - Growth of World Influence Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 5 - War in Europe Unit 4: Lesson 6 - The War Hits Home Unit 4: Lesson 7 - The United States Mobilizes for War Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 4: Lesson 8 - The United States Enters and Ends the War Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 2 Unit 4: Quiz 3</p>
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PROFICIENCY LEVEL	15.	<p>After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p> <p><u>World History</u> Unit 8: Lesson 4 - End of World War I Unit 8: Lesson 7 - Rise of Nazi Germany Unit 8: Quiz 2</p> <p><u>US History</u> Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Lesson 9 - Review of the Presidents Unit 5: Quiz 1 Unit 6: Lesson 2 - Background to World War II Unit 6: Lesson 3 - The War Begins Unit 6: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	16.	<p>Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p><u>US History</u> Unit 3: Lesson 7 - Americanization Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Quiz 1</p>
PROFICIENCY LEVEL	17.	<p>An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 Unit 8: Quiz 1</p> <p><u>US History</u> Unit 2: Lesson 7 - Age of Invention Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Quiz 1 Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Lesson 4 - Cultural Changes Unit 5: Lesson 5 - An Unprecedented Crash Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	18.	<p>Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</p> <p><u>US History</u> Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	19.	<p>The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p> <p><u>World History</u> Unit 8: Lesson 5 - The Great Depression Unit 8: Quiz 2</p> <p><u>US History</u> Unit 5: Lesson 5 - An Unprecedented Crash Unit 5: Lesson 6 - The Great Depression Unit 5: Lesson 7 - The Dust Bowl Unit 5: Lesson 8 - The New Deal Unit 5: Lesson 9 - Review of the Presidents Unit 5: Quiz 2 Unit 5: Quiz 3</p>

DOMAIN /
ACADEMIC
CONTENT
STANDARD

American History

STANDARD / BENCHMARK		TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	20.	<p>During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.</p> <p><u>US History</u> Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Quiz 1 Unit 6: Lesson 3 - The War Begins</p>
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PROFICIENCY LEVEL	21.	<p>United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</p> <p><u>US History</u> Unit 6: Lesson 4 - Activity - Propaganda Posters Unit 6: Lesson 4 - The United States Enters the War Unit 6: Lesson 6 - The War Expands Unit 6: Lesson 8 - Winning the War in the Pacific Unit 6: Quiz 3 Unit 7: Lesson 4 - Results of World War II on American Culture Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Quiz 2</p>
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PROFICIENCY LEVEL	22.	<p>Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</p> <p><u>World History</u> Unit 9: Lesson 3 - The Allied Advance Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 1</p> <p><u>US History</u> Unit 6: Lesson 8 - Winning the War in the Pacific Unit 6: Lesson 9 - Ending the War Unit 6: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

World History

Unit 9: Lesson 4 - Beginning of the Cold War
Unit 9: Lesson 5 - Communism and Cold War Conflicts
Unit 9: Quiz 2

US History

Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Quiz 1
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Quiz 1

PROFICIENCY LEVEL 24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

US History

Unit 7: Lesson 7 - The Cold War
Unit 7: Quiz 3

PROFICIENCY LEVEL 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

World History

Unit 9: Lesson 4 - Beginning of the Cold War
Unit 9: Lesson 5 - Communism and Cold War Conflicts
Unit 9: Lesson 6 - USSR and Eastern Europe
Unit 9: Quiz 2
Unit 9: USSR And Eastern Europe Activity
Unit 10: Lesson 1 - The End of the Cold War
Unit 10: Lesson 2 - The Collapse of Communism

US History

Unit 7: Lesson 6 - Korean War
Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
Unit 7: Lesson 7 - The Cold War
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Lesson 9 - Activity - Hollywood After World War II
Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Lesson 3 - Space Race
Unit 8: Lesson 5 - Kennedy Administration
Unit 8: Lesson 6 - Johnson Administration
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 9: Lesson 1 - Activity - The Science and Technology of War
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Quiz 1

PROFICIENCY LEVEL 26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

World History
 Unit 10: Lesson 1 - The End of the Cold War
 Unit 10: Lesson 2 - The Collapse of Communism
 Unit 10: Quiz 1

US History
 Unit 10: Lesson 2 - Ronald Reagan
 Unit 10: Lesson 3 - George H. W. Bush
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

US History
 Unit 7: Lesson 8 - Progress in Civil Rights
 Unit 8: Lesson 4 - Progress on Civil Rights
 Unit 8: Lesson 6 - Johnson Administration
 Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
 Unit 8: Lesson 7 - The Modern Civil Rights Movement
 Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
 Unit 8: Lesson 9 - The Warren Court
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Lesson 4 - The Feminist Movement
 Unit 9: Quiz 2

PROFICIENCY LEVEL 28. The postwar economic boom and advances in science and technology, produced changes in American life.

US History
 Unit 7: Lesson 9 - Activity - Hollywood After World War II
 Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
 Unit 7: Quiz 3
 Unit 8: Lesson 2 - Society in the 1950s

PROFICIENCY LEVEL 29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

No Correlations

PROFICIENCY LEVEL	30.	<p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p><u>US History</u> Unit 8: Lesson 6 - Johnson Administration Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 5 - Focus on the Environment Unit 9: Quiz 2 Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 5 - Communism and Cold War Conflicts</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	31.	<p>Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	32.	<p>The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 10: Twentieth Century Activity</p>
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PROFICIENCY LEVEL	33.	<p>Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.</p> <p><u>US History</u> Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama</p> <p><u>World History</u> Unit 10: Twentieth Century Activity</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.

US History

Unit 10: Lesson 9 - Interacting With Peace Officers
Unit 10: Lesson 10 - Becoming a Naturalized Citizen

PROFICIENCY LEVEL 2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

US History

Unit 3: Lesson 3 - Big Business and Government
Unit 3: Lesson 6 - The Progressive Movement

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. Issues can be analyzed through the critical use of credible sources.

No Correlations

PROFICIENCY LEVEL 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	5.	<p>As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <p><u>World History</u> Unit 6: Lesson 7 - American War of Independence</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation</p>
PROFICIENCY LEVEL	6.	<p>The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation</p>
PROFICIENCY LEVEL	7.	<p>Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 5: Lesson 4 - Cultural Changes Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 3 - The Rise of the Counterculture</p> <p><u>World History</u> Unit 6: Lesson 7 - American War of Independence</p>
PROFICIENCY LEVEL	8.	<p>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p><u>US History</u> Unit 1: Lesson 4 - Activity - Research Unit 1: Lesson 4 - Formation of a New Nation Unit 1: Quiz 2</p> <p><u>World History</u> Unit 6: Lesson 7 - American War of Independence</p>
PROFICIENCY LEVEL	9.	<p>The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</p> <p><u>US History</u> Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1</p>
PROFICIENCY LEVEL	10.	<p>Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p><u>US History</u> Unit 5: Lesson 4 - Cultural Changes Unit 9: Lesson 3 - The Rise of the Counterculture</p>

PROFICIENCY LEVEL	11.	Constitutional amendments have altered provisions for the structure and functions of the federal government. US History Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. US History Unit 1: Lesson 4 - Formation of a New Nation
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PROFICIENCY LEVEL	13.	The political process creates a dynamic interaction among the three branches of government in addressing current issues. US History Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	14.	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. US History Unit 9: Quiz 2 Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay) Unit 10: Lesson 10 - Becoming a Naturalized Citizen
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PROFICIENCY LEVEL	15.	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. US History Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.

No Correlations

PROFICIENCY LEVEL 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

No Correlations

PROFICIENCY LEVEL 19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

US History

Unit 4: Lesson 4 - Activity - The Fed

Unit 4: Lesson 4 - Woodrow Wilson Administration

PROFICIENCY LEVEL	21.	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. US History Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 4 - Woodrow Wilson Administration
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	The use of primary and secondary sources of information includes an examination of the credibility of each source. No Correlations
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PROFICIENCY LEVEL	2.	Historians develop theses and use evidence to support or refute positions. No Correlations
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PROFICIENCY LEVEL	3.	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	4.	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world. World History Unit 1: Skill Builder : Understanding the Influences of a Worldview Unit 6: Lesson 10 - 17th and 18th Century European Culture Unit 6: Lesson 5 - The Scientific Revolution Unit 6: Lesson 6 - Age of Reason Unit 6: Quiz 2 Unit 6: Quiz 3
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PROFICIENCY LEVEL	5.	Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism. <u>World History</u> Unit 6: Lesson 6 - Age of Reason Unit 6: Quiz 2
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PROFICIENCY LEVEL	6.	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions. <u>World History</u> Unit 6: Lesson 6 - Age of Reason Unit 6: Lesson 8 - The French Revolution Unit 6: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	7.	The American and French Revolutions influenced Latin American revolutions for independence. <u>World History</u> Unit 6: Lesson 8 - The French Revolution Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3
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PROFICIENCY LEVEL	8.	Industrialization had social, political and economic effects on Western Europe and the world. <u>World History</u> Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 <u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	9.	Imperial expansion had political, economic and social roots. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	11.	The consequences of imperialism were viewed differently by the colonizers and the colonized. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918) Unit 8: Lesson 8 - Nationalistic Movements and Independence
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	Advances in technology, communication and transportation improved lives, but also had negative consequences. World History Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 US History Unit 2: Lesson 5 - Activity - Child Labor Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 7 - Age of Invention Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 2: Quiz 2 Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Quiz 1
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PROFICIENCY LEVEL	13.	The causes of World War I included militarism, imperialism, nationalism and alliances.
		<u>World History</u>
		Unit 7: Lesson 1 - Reaction and Revolution Unit 7: Lesson 2 - Triumph of Democratic Nationalism Unit 7: Quiz 1 Unit 8: Lesson 1 - World War I (1914 - 1918) Unit 8: Lesson 2 - World War I, Continued Unit 8: Lesson 4 - End of World War I Unit 8: Quiz 1
		<u>US History</u>
		Unit 4: Lesson 5 - War in Europe Unit 4: Lesson 6 - The War Hits Home Unit 4: Lesson 7 - The United States Mobilizes for War Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 4: Lesson 8 - The United States Enters and Ends the War Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 2 Unit 4: Quiz 3
PROFICIENCY LEVEL	14.	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
		<u>World History</u>
		Unit 7: Quiz 3 Unit 8: Lesson 3 - Communist Revolution in Russia Unit 8: Lesson 4 - End of World War I Unit 8: Lesson 5 - The Great Depression Unit 8: Lesson 6 - Rise of Dictatorial Regimes Unit 8: Lesson 7 - Rise of Nazi Germany Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Path to World War II Unit 9: Lesson 2 - The Axis Advance Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 1
		<u>US History</u>
		Unit 5: Lesson 6 - The Great Depression Unit 6: Lesson 2 - Background to World War II Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3
PROFICIENCY LEVEL	15.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.
		<u>World History</u>
		Unit 9: Lesson 3 - The Allied Advance Unit 9: Quiz 1
		<u>US History</u>
		Unit 6: Lesson 4 - Activity - Propaganda Posters Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 2 Unit 7: Lesson 3 - The Nuremberg Trials Unit 7: Quiz 1

PROFICIENCY LEVEL 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

World History

- Unit 9: Lesson 2 - The Axis Advance
- Unit 9: Lesson 3 - The Allied Advance
- Unit 9: Lesson 4 - Beginning of the Cold War
- Unit 9: Lesson 5 - Communism and Cold War Conflicts
- Unit 9: Lesson 6 - USSR and Eastern Europe
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: USSR And Eastern Europe Activity
- Unit 10: Activity: East/West Germany
- Unit 10: Lesson 1 - The End of the Cold War
- Unit 10: Lesson 2 - The Collapse of Communism

US History

- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 6: Lesson 3 - The War Begins
- Unit 6: Lesson 4 - Activity - Propaganda Posters
- Unit 6: Lesson 4 - The United States Enters the War
- Unit 6: Lesson 5 - The Holocaust
- Unit 6: Lesson 6 - The War Expands
- Unit 6: Lesson 7 - Activity - Operation Overlord
- Unit 6: Lesson 7 - Winning the War in Europe
- Unit 6: Lesson 8 - Winning the War in the Pacific
- Unit 6: Lesson 9 - Ending the War
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Events That Shaped our World
- Unit 7: Lesson 5 - Truman Administration
- Unit 7: Lesson 6 - Korean War
- Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
- Unit 7: Lesson 7 - The Cold War
- Unit 7: Lesson 8 - Progress in Civil Rights
- Unit 7: Lesson 9 - Activity - Hollywood After World War II
- Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: Lesson 1 - Eisenhower Administration
- Unit 8: Lesson 3 - Space Race
- Unit 8: Lesson 5 - Kennedy Administration
- Unit 8: Lesson 6 - Johnson Administration
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 9: Lesson 1 - Activity - The Science and Technology of War
- Unit 9: Lesson 1 - The Vietnam War
- Unit 9: Lesson 2 - Nixon Administration
- Unit 9: Lesson 3 - The Rise of the Counterculture
- Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL	17.	<p>The United States and the Soviet Union became superpowers and competed for global influence.</p>
<p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Lesson 5 - Communism and Cold War Conflicts Unit 9: Lesson 6 - USSR and Eastern Europe Unit 9: Quiz 2 Unit 9: USSR And Eastern Europe Activity Unit 10: Activity: East/West Germany Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Lesson 4 - Developments in Latin America Unit 10: Quiz 1</p> <p><u>US History</u> Unit 7: Lesson 6 - Korean War Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter Unit 7: Lesson 7 - The Cold War Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 3 Unit 8: Lesson 1 - Eisenhower Administration Unit 8: Lesson 3 - Space Race Unit 8: Lesson 5 - Kennedy Administration Unit 8: Lesson 6 - Johnson Administration Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Activity - The Science and Technology of War Unit 9: Lesson 1 - The Vietnam War Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 3 - The Rise of the Counterculture Unit 9: Quiz 1</p>		
PROFICIENCY LEVEL	18.	<p>Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p>
<p><u>US History</u> Unit 6: Lesson 8 - Winning the War in the Pacific Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 7: Lesson 5 - Truman Administration Unit 7: Lesson 7 - The Cold War Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East</p>		
PROFICIENCY LEVEL	19.	<p>Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p>
<p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>		

PROFICIENCY LEVEL	20.	<p>Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p><u>US History</u> Unit 9: Lesson 1 - The Vietnam War</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3</p>
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PROFICIENCY LEVEL	21.	<p>Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p><u>US History</u> Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p> <p><u>World History</u> Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	22.	<p>The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	23.	<p>Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1 Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p>
PROFICIENCY LEVEL	24.	<p>Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	25.	<p>Emerging economic powers and improvements in technology have created a more interdependent global economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p>
PROFICIENCY LEVEL	26.	<p>Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	27.	<p>The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	28.	<p>Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.

No Correlations

PROFICIENCY LEVEL 2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.

No Correlations

PROFICIENCY LEVEL 4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

No Correlations

PROFICIENCY LEVEL 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

No Correlations

PROFICIENCY LEVEL 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
		No Correlations

PROFICIENCY LEVEL	8.	Economic policy decisions made by governments result in both intended and unintended consequences.
		US History Unit 4: Lesson 4 - Activity - The Fed

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
		No Correlations

PROFICIENCY LEVEL	10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.
		US History Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1
		World History Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
		No Correlations

PROFICIENCY LEVEL	12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 13. Financial decision-making involves considering alternatives by examining costs and benefits.

No Correlations

PROFICIENCY LEVEL 14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.

No Correlations

PROFICIENCY LEVEL 15. Different payment methods have advantages and disadvantages.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Saving and investing help to build wealth.

No Correlations

PROFICIENCY LEVEL 17. Savings can serve as a buffer against economic hardship.

No Correlations

PROFICIENCY LEVEL 18. Different costs and benefits are associated with saving and investing alternatives.

No Correlations

PROFICIENCY LEVEL 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions. No Correlations
PROFICIENCY LEVEL	21.	Credit and debt can be managed to maintain credit worthiness. No Correlations
PROFICIENCY LEVEL	22.	Consumer protection laws provide financial safeguards. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	23.	Property and liability insurance protect against risks associated with use of property. No Correlations
PROFICIENCY LEVEL	24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income. No Correlations
PROFICIENCY LEVEL	25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century. US History Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 World History Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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PROFICIENCY LEVEL	2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues. No Correlations
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PROFICIENCY LEVEL	4.	Individuals can assess how effective communicators address diverse audiences. No Correlations
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PROFICIENCY LEVEL	5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues. No Correlations
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PROFICIENCY LEVEL	6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. No Correlations
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PROFICIENCY LEVEL	7.	Individuals can participate through non-governmental organizations to help address humanitarian needs. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 8. Beliefs about civil and human rights vary among social and governmental systems.

No Correlations

PROFICIENCY LEVEL 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

No Correlations

PROFICIENCY LEVEL 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

World History

Unit 10: Lesson 5 - Africa: From 1945 to the Present

US History

Unit 6: Lesson 5 - The Holocaust

Unit 7: Lesson 3 - The Nuremberg Trials

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

PROFICIENCY LEVEL 12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.

US History

Unit 9: Lesson 5 - Focus on the Environment

PROFICIENCY LEVEL 13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. The development and use of technology influences economic, political, ethical and social issues.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

PROFICIENCY LEVEL 15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.

No Correlations

PROFICIENCY LEVEL 17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

US History

Unit 7: Lesson 1 - Events That Shaped our World

Unit 7: Lesson 2 - The Founding of the United Nations

Unit 10: Lesson 7 - Globalism vs. Nationalism

World History

Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Quiz 2

PROFICIENCY LEVEL	18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others. <u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	19.	The global economy creates advantages and disadvantages for different segments of the world's population. No Correlations
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PROFICIENCY LEVEL	20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets. <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	21.	The distribution of wealth and economic power among countries changes over time. No Correlations
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PROFICIENCY LEVEL	22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries. <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	<p>Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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PROFICIENCY LEVEL	2.	<p>Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	<p>Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment</p>
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PROFICIENCY LEVEL	4.	<p>Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).</p> <p><u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement</p>
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PROFICIENCY LEVEL	5.	<p>Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	6.	<p>There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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PROFICIENCY LEVEL	7.	<p>Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws). No Correlations
PROFICIENCY LEVEL	9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). No Correlations
PROFICIENCY LEVEL	10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries). US History Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation). No Correlations
PROFICIENCY LEVEL	12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state). No Correlations
PROFICIENCY LEVEL	13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). No Correlations

PROFICIENCY LEVEL	14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions). <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 <u>World History</u> Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis). <u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement
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PROFICIENCY LEVEL	16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves). No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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**Ohio Learning Standards
Social Studies**

Grade: **10** - Adopted: **2018**

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	The use of primary and secondary sources of information includes an examination of the credibility of each source. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	2.	Historians develop theses and use evidence to support or refute positions. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.
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US History

Unit 1: Lesson 1 - Activity: Jamestown
Unit 1: Lesson 1 - Exploration and Settlement
Unit 1: Lesson 2 - The Thirteen Original Colonies
Unit 1: Lesson 3 - Activity - Revolutionary War
Unit 1: Lesson 3 - Conflict Leads to Independence
Unit 1: Lesson 4 - Activity - Research
Unit 1: Lesson 4 - Formation of a New Nation
Unit 1: Lesson 5 - Expansion
Unit 1: Lesson 6 - Rise of Sectionalism
Unit 1: Lesson 7 - Secession and Confederation
Unit 1: Lesson 8 - Activity - Civil War Battles
Unit 1: Lesson 8 - The Civil War
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Activity - Railroad Land Grant
Unit 2: Lesson 1 - All Aboard For the West!
Unit 2: Lesson 2 - Settling the Frontier
Unit 2: Lesson 3 - Displacing the Plains Indians
Unit 2: Lesson 4 - The Plains Indian Wars
Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 6 - Immigration
Unit 2: Lesson 7 - Age of Invention
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Lesson 10 - Activity - Advances in Communication
Unit 2: Lesson 10 - Communications
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Lesson 4 - Activity - Separating Fact From Legend
Unit 3: Lesson 4 - Empire Building
Unit 3: Lesson 5 - The Rise of Reform Movements
Unit 3: Lesson 6 - The Progressive Movement
Unit 3: Lesson 7 - Americanization
Unit 3: Lesson 8 - Progressive Education
Unit 3: Lesson 9 - Growth of World Influence
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration
Unit 4: Lesson 3 - William Howard Taft Administration
Unit 4: Lesson 4 - Activity - The Fed
Unit 4: Lesson 4 - Woodrow Wilson Administration
Unit 4: Lesson 5 - War in Europe
Unit 4: Lesson 6 - The War Hits Home
Unit 4: Lesson 7 - The United States Mobilizes for War
Unit 4: Lesson 8 - Activity - "In Flanders Fields"
Unit 4: Lesson 8 - The United States Enters and Ends the War
Unit 4: Lesson 9 - Treaty of Versailles
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
Unit 5: Lesson 4 - Cultural Changes
Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - Activity - THE FDIC

Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - Activity - A Good Deal or Bad Deal?
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Reign of FDR
Unit 6: Lesson 2 - Background to World War II
Unit 6: Lesson 3 - The War Begins
Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 5 - The Holocaust
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 7 - Activity - Operation Overlord
Unit 6: Lesson 7 - Winning the War in Europe
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Lesson 9 - Ending the War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Events That Shaped our World
Unit 7: Lesson 2 - The Founding of the United Nations
Unit 7: Lesson 3 - The Nuremberg Trials
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 5 - Truman Administration
Unit 7: Lesson 6 - Korean War
Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
Unit 7: Lesson 7 - The Cold War
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Lesson 9 - Activity - Hollywood After World War II
Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Lesson 2 - Society in the 1950s
Unit 8: Lesson 3 - Space Race
Unit 8: Lesson 4 - Progress on Civil Rights
Unit 8: Lesson 5 - Kennedy Administration
Unit 8: Lesson 6 - Johnson Administration
Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
Unit 8: Lesson 7 - The Modern Civil Rights Movement
Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
Unit 8: Lesson 9 - The Warren Court
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Activity - The Science and Technology of War
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Lesson 4 - The Feminist Movement
Unit 9: Lesson 5 - Activity - Endangered Species Act
Unit 9: Lesson 5 - Focus on the Environment
Unit 9: Lesson 6 - Progress in Civil Rights
Unit 9: Lesson 7 - Hispanics and Civil Rights
Unit 9: Lesson 8 - Education Issues
Unit 9: Lesson 9 - Activity - The Nixon Resignation
Unit 9: Lesson 9 - Watergate
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter
Unit 10: Lesson 2 - Ronald Reagan
Unit 10: Lesson 3 - George H. W. Bush

Unit 10: Lesson 4 - William Clinton
 Unit 10: Lesson 5 - George W. Bush
 Unit 10: Lesson 6 - Barack Obama
 Unit 10: Lesson 7 - Globalism vs. Nationalism
 Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
 Unit 10: Lesson 9 - Interacting With Peace Officers
 Unit 10: Lesson 10 - Becoming a Naturalized Citizen
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 3 - Conflict Leads to Independence

PROFICIENCY LEVEL 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

No Correlations

PROFICIENCY LEVEL 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

US History

Unit 1: Lesson 4 - Activity - Research

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Quiz 2

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

US History

Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration

World History

Unit 7: Industrial Revolution Activity
Unit 7: Lesson 3 - Industrial Revolution
Unit 7: Quiz 2

PROFICIENCY LEVEL 9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

World History

Unit 7: Industrial Revolution Activity
Unit 7: Lesson 3 - Industrial Revolution
Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Quiz 2
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Quiz 1
Unit 3: Quiz 2

PROFICIENCY LEVEL	10.	<p>Immigration, internal migration and urbanization transformed American life.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 6 - Immigration Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 7 - Americanization Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	11.	<p>Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</p> <p><u>US History</u> Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 4 - The Plains Indian Wars Unit 2: Quiz 1 Unit 2: Quiz 2</p>
PROFICIENCY LEVEL	12.	<p>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p> <p><u>US History</u> Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 7 - Americanization Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 8: Quiz 2</p>
PROFICIENCY LEVEL	13.	<p>The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 3 Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 8 - Progressive Education Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 2 - Theodore Roosevelt Administration Unit 4: Lesson 3 - William Howard Taft Administration Unit 4: Lesson 4 - Woodrow Wilson Administration Unit 4: Quiz 1 Unit 4: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

World History

Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence

Unit 7: Quiz 3

Unit 8: Lesson 2 - World War I, Continued

Unit 8: Lesson 4 - End of World War I

US History

Unit 3: Lesson 4 - Activity - Separating Fact From Legend

Unit 3: Lesson 4 - Empire Building

Unit 3: Lesson 6 - The Progressive Movement

Unit 3: Lesson 9 - Growth of World Influence

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 5 - War in Europe

Unit 4: Lesson 6 - The War Hits Home

Unit 4: Lesson 7 - The United States Mobilizes for War

Unit 4: Lesson 8 - Activity - "In Flanders Fields"

Unit 4: Lesson 8 - The United States Enters and Ends the War

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 2

Unit 4: Quiz 3

PROFICIENCY LEVEL 15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

World History

Unit 8: Lesson 4 - End of World War I

Unit 8: Lesson 7 - Rise of Nazi Germany

Unit 8: Quiz 2

US History

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 3

Unit 5: Lesson 1 - Postwar Challenges

Unit 5: Lesson 2 - The Roaring Twenties

Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part

Unit 5: Lesson 9 - Review of the Presidents

Unit 5: Quiz 1

Unit 6: Lesson 2 - Background to World War II

Unit 6: Lesson 3 - The War Begins

Unit 6: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		American History
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STANDARD / BENCHMARK		TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

US History

- Unit 3: Lesson 7 - Americanization
- Unit 3: Quiz 3
- Unit 5: Lesson 1 - Postwar Challenges
- Unit 5: Quiz 1

PROFICIENCY LEVEL 17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

World History

- Unit 7: Lesson 3 - Industrial Revolution
- Unit 7: Quiz 2
- Unit 8: Quiz 1

US History

- Unit 2: Lesson 7 - Age of Invention
- Unit 2: Lesson 10 - Activity - Advances in Communication
- Unit 2: Lesson 10 - Communications
- Unit 4: Lesson 1 - Advances in the Twentieth Century
- Unit 4: Quiz 1
- Unit 5: Lesson 2 - The Roaring Twenties
- Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
- Unit 5: Lesson 4 - Cultural Changes
- Unit 5: Lesson 5 - An Unprecedented Crash
- Unit 5: Quiz 1
- Unit 5: Quiz 2

PROFICIENCY LEVEL 18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

US History

- Unit 3: Lesson 6 - The Progressive Movement
- Unit 3: Quiz 2
- Unit 5: Lesson 1 - Postwar Challenges
- Unit 5: Lesson 2 - The Roaring Twenties
- Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
- Unit 5: Lesson 4 - Cultural Changes
- Unit 5: Quiz 1
- Unit 5: Quiz 2

PROFICIENCY LEVEL 19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

World History

Unit 8: Lesson 5 - The Great Depression
Unit 8: Quiz 2

US History

Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 2
Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

US History

Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Quiz 1
Unit 6: Lesson 3 - The War Begins

PROFICIENCY LEVEL 21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

US History

Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Quiz 3
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Quiz 2

PROFICIENCY LEVEL 22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

World History

Unit 9: Lesson 3 - The Allied Advance
 Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Quiz 1

US History

Unit 6: Lesson 8 - Winning the War in the Pacific
 Unit 6: Lesson 9 - Ending the War
 Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

World History

Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Lesson 5 - Communism and Cold War Conflicts
 Unit 9: Quiz 2

US History

Unit 8: Lesson 1 - Eisenhower Administration
 Unit 8: Quiz 1
 Unit 9: Lesson 1 - The Vietnam War
 Unit 9: Lesson 2 - Nixon Administration
 Unit 9: Lesson 3 - The Rise of the Counterculture
 Unit 9: Quiz 1

PROFICIENCY LEVEL 24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

US History

Unit 7: Lesson 7 - The Cold War
 Unit 7: Quiz 3

PROFICIENCY LEVEL	25.	<p>The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Lesson 5 - Communism and Cold War Conflicts Unit 9: Lesson 6 - USSR and Eastern Europe Unit 9: Quiz 2 Unit 9: USSR And Eastern Europe Activity Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism</p> <p><u>US History</u> Unit 7: Lesson 6 - Korean War Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter Unit 7: Lesson 7 - The Cold War Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 8: Lesson 1 - Eisenhower Administration Unit 8: Lesson 3 - Space Race Unit 8: Lesson 5 - Kennedy Administration Unit 8: Lesson 6 - Johnson Administration Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Activity - The Science and Technology of War Unit 9: Lesson 1 - The Vietnam War Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 3 - The Rise of the Counterculture Unit 9: Quiz 1</p>
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PROFICIENCY LEVEL	26.	<p>The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	27.	<p>Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p> <p><u>US History</u> Unit 7: Lesson 8 - Progress in Civil Rights Unit 8: Lesson 4 - Progress on Civil Rights Unit 8: Lesson 6 - Johnson Administration Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom Unit 8: Lesson 7 - The Modern Civil Rights Movement Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement Unit 8: Lesson 9 - The Warren Court Unit 8: Quiz 2 Unit 8: Quiz 3 Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p>
PROFICIENCY LEVEL	28.	<p>The postwar economic boom and advances in science and technology, produced changes in American life.</p> <p><u>US History</u> Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 3 Unit 8: Lesson 2 - Society in the 1950s</p>
PROFICIENCY LEVEL	29.	<p>The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	30.	<p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p><u>US History</u> Unit 8: Lesson 6 - Johnson Administration Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 5 - Focus on the Environment Unit 9: Quiz 2 Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 5 - Communism and Cold War Conflicts</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1
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PROFICIENCY LEVEL	32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. <u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2 <u>World History</u> Unit 10: Twentieth Century Activity
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PROFICIENCY LEVEL	33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001. <u>US History</u> Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama <u>World History</u> Unit 10: Twentieth Century Activity
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes. <u>US History</u> Unit 10: Lesson 9 - Interacting With Peace Officers Unit 10: Lesson 10 - Becoming a Naturalized Citizen
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PROFICIENCY LEVEL	2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means. <u>US History</u> Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 6 - The Progressive Movement
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. Issues can be analyzed through the critical use of credible sources.

No Correlations

PROFICIENCY LEVEL 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

US History

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Lesson 9 - Reconstruction

Unit 1: Quiz 3

Unit 3: Lesson 1 - Politics and the Gilded Age

Unit 3: Lesson 6 - The Progressive Movement

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Cultural Changes

Unit 8: Lesson 9 - Activity - The Twenty-third Amendment

Unit 9: Lesson 3 - The Rise of the Counterculture

World History

Unit 6: Lesson 7 - American War of Independence

PROFICIENCY LEVEL	8.	<p>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p><u>US History</u> Unit 1: Lesson 4 - Activity - Research Unit 1: Lesson 4 - Formation of a New Nation Unit 1: Quiz 2</p> <p><u>World History</u> Unit 6: Lesson 7 - American War of Independence</p>
PROFICIENCY LEVEL	9.	<p>The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</p> <p><u>US History</u> Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1</p>
PROFICIENCY LEVEL	10.	<p>Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p><u>US History</u> Unit 5: Lesson 4 - Cultural Changes Unit 9: Lesson 3 - The Rise of the Counterculture</p>
PROFICIENCY LEVEL	11.	<p>Constitutional amendments have altered provisions for the structure and functions of the federal government.</p> <p><u>US History</u> Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	<p>Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation</p>
PROFICIENCY LEVEL	13.	<p>The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p> <p><u>US History</u> Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

US History
Unit 9: Quiz 2
Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
Unit 10: Lesson 10 - Becoming a Naturalized Citizen

PROFICIENCY LEVEL 15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

US History
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 3
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.

No Correlations

PROFICIENCY LEVEL 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

No Correlations

PROFICIENCY LEVEL 19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	American Government
STANDARD / BENCHMARK	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

US History

Unit 4: Lesson 4 - Activity - The Fed
 Unit 4: Lesson 4 - Woodrow Wilson Administration

PROFICIENCY LEVEL 21. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

US History

Unit 4: Lesson 4 - Activity - The Fed
 Unit 4: Lesson 4 - Woodrow Wilson Administration

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

No Correlations

PROFICIENCY LEVEL 2. Historians develop theses and use evidence to support or refute positions.

No Correlations

PROFICIENCY LEVEL 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

World History

Unit 1: Skill Builder : Understanding the Influences of a Worldview
 Unit 6: Lesson 10 - 17th and 18th Century European Culture
 Unit 6: Lesson 5 - The Scientific Revolution
 Unit 6: Lesson 6 - Age of Reason
 Unit 6: Quiz 2
 Unit 6: Quiz 3

PROFICIENCY LEVEL 5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.

World History

Unit 6: Lesson 6 - Age of Reason
 Unit 6: Quiz 2

PROFICIENCY LEVEL 6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

World History

Unit 6: Lesson 6 - Age of Reason
 Unit 6: Lesson 8 - The French Revolution
 Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 7. The American and French Revolutions influenced Latin American revolutions for independence.

World History

Unit 6: Lesson 8 - The French Revolution
 Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3

PROFICIENCY LEVEL	8.	Industrialization had social, political and economic effects on Western Europe and the world. World History Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 US History Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	9.	Imperial expansion had political, economic and social roots. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	11.	The consequences of imperialism were viewed differently by the colonizers and the colonized. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918) Unit 8: Lesson 8 - Nationalistic Movements and Independence
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 12. Advances in technology, communication and transportation improved lives, but also had negative consequences.

World History

Unit 7: Industrial Revolution Activity

Unit 7: Lesson 3 - Industrial Revolution

Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Activity - Child Labor

Unit 2: Lesson 5 - Industrialization

Unit 2: Lesson 7 - Age of Invention

Unit 2: Lesson 10 - Activity - Advances in Communication

Unit 2: Lesson 10 - Communications

Unit 2: Quiz 2

Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues

Unit 3: Lesson 3 - Big Business and Government

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Lesson 1 - Advances in the Twentieth Century

Unit 4: Quiz 1

PROFICIENCY LEVEL 13. The causes of World War I included militarism, imperialism, nationalism and alliances.

World History

Unit 7: Lesson 1 - Reaction and Revolution

Unit 7: Lesson 2 - Triumph of Democratic Nationalism

Unit 7: Quiz 1

Unit 8: Lesson 1 - World War I (1914 - 1918)

Unit 8: Lesson 2 - World War I, Continued

Unit 8: Lesson 4 - End of World War I

Unit 8: Quiz 1

US History

Unit 4: Lesson 5 - War in Europe

Unit 4: Lesson 6 - The War Hits Home

Unit 4: Lesson 7 - The United States Mobilizes for War

Unit 4: Lesson 8 - Activity - "In Flanders Fields"

Unit 4: Lesson 8 - The United States Enters and Ends the War

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 2

Unit 4: Quiz 3

PROFICIENCY LEVEL	14.	<p>The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p> <p><u>World History</u> Unit 7: Quiz 3 Unit 8: Lesson 3 - Communist Revolution in Russia Unit 8: Lesson 4 - End of World War I Unit 8: Lesson 5 - The Great Depression Unit 8: Lesson 6 - Rise of Dictatorial Regimes Unit 8: Lesson 7 - Rise of Nazi Germany Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Path to World War II Unit 9: Lesson 2 - The Axis Advance Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 1</p> <p><u>US History</u> Unit 5: Lesson 6 - The Great Depression Unit 6: Lesson 2 - Background to World War II Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3</p>
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PROFICIENCY LEVEL	15.	<p>Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</p> <p><u>World History</u> Unit 9: Lesson 3 - The Allied Advance Unit 9: Quiz 1</p> <p><u>US History</u> Unit 6: Lesson 4 - Activity - Propaganda Posters Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 2 Unit 7: Lesson 3 - The Nuremberg Trials Unit 7: Quiz 1</p>
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PROFICIENCY LEVEL 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

World History

- Unit 9: Lesson 2 - The Axis Advance
- Unit 9: Lesson 3 - The Allied Advance
- Unit 9: Lesson 4 - Beginning of the Cold War
- Unit 9: Lesson 5 - Communism and Cold War Conflicts
- Unit 9: Lesson 6 - USSR and Eastern Europe
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: USSR And Eastern Europe Activity
- Unit 10: Activity: East/West Germany
- Unit 10: Lesson 1 - The End of the Cold War
- Unit 10: Lesson 2 - The Collapse of Communism

US History

- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 6: Lesson 3 - The War Begins
- Unit 6: Lesson 4 - Activity - Propaganda Posters
- Unit 6: Lesson 4 - The United States Enters the War
- Unit 6: Lesson 5 - The Holocaust
- Unit 6: Lesson 6 - The War Expands
- Unit 6: Lesson 7 - Activity - Operation Overlord
- Unit 6: Lesson 7 - Winning the War in Europe
- Unit 6: Lesson 8 - Winning the War in the Pacific
- Unit 6: Lesson 9 - Ending the War
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Events That Shaped our World
- Unit 7: Lesson 5 - Truman Administration
- Unit 7: Lesson 6 - Korean War
- Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
- Unit 7: Lesson 7 - The Cold War
- Unit 7: Lesson 8 - Progress in Civil Rights
- Unit 7: Lesson 9 - Activity - Hollywood After World War II
- Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: Lesson 1 - Eisenhower Administration
- Unit 8: Lesson 3 - Space Race
- Unit 8: Lesson 5 - Kennedy Administration
- Unit 8: Lesson 6 - Johnson Administration
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 9: Lesson 1 - Activity - The Science and Technology of War
- Unit 9: Lesson 1 - The Vietnam War
- Unit 9: Lesson 2 - Nixon Administration
- Unit 9: Lesson 3 - The Rise of the Counterculture
- Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL	17.	<p>The United States and the Soviet Union became superpowers and competed for global influence.</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Lesson 5 - Communism and Cold War Conflicts Unit 9: Lesson 6 - USSR and Eastern Europe Unit 9: Quiz 2 Unit 9: USSR And Eastern Europe Activity Unit 10: Activity: East/West Germany Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Lesson 4 - Developments in Latin America Unit 10: Quiz 1</p> <p><u>US History</u> Unit 7: Lesson 6 - Korean War Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter Unit 7: Lesson 7 - The Cold War Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 3 Unit 8: Lesson 1 - Eisenhower Administration Unit 8: Lesson 3 - Space Race Unit 8: Lesson 5 - Kennedy Administration Unit 8: Lesson 6 - Johnson Administration Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Activity - The Science and Technology of War Unit 9: Lesson 1 - The Vietnam War Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 3 - The Rise of the Counterculture Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	18.	<p>Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p><u>US History</u> Unit 6: Lesson 8 - Winning the War in the Pacific Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 7: Lesson 5 - Truman Administration Unit 7: Lesson 7 - The Cold War Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East</p>
PROFICIENCY LEVEL	19.	<p>Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>

PROFICIENCY LEVEL	20.	<p>Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p><u>US History</u> Unit 9: Lesson 1 - The Vietnam War</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3</p>
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PROFICIENCY LEVEL	21.	<p>Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p><u>US History</u> Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p> <p><u>World History</u> Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	22.	<p>The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	23.	<p>Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1 Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p>
PROFICIENCY LEVEL	24.	<p>Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	25.	<p>Emerging economic powers and improvements in technology have created a more interdependent global economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p>
PROFICIENCY LEVEL	26.	<p>Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	27.	<p>The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	28.	<p>Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.

No Correlations

PROFICIENCY LEVEL 2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.

No Correlations

PROFICIENCY LEVEL 4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

No Correlations

PROFICIENCY LEVEL 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

No Correlations

PROFICIENCY LEVEL 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation’s economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
		No Correlations

PROFICIENCY LEVEL	8.	Economic policy decisions made by governments result in both intended and unintended consequences.
		US History Unit 4: Lesson 4 - Activity - The Fed

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
		No Correlations

PROFICIENCY LEVEL	10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.
		US History Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1
		World History Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
		No Correlations

PROFICIENCY LEVEL	12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.
		No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 13. Financial decision-making involves considering alternatives by examining costs and benefits.

No Correlations

PROFICIENCY LEVEL 14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.

No Correlations

PROFICIENCY LEVEL 15. Different payment methods have advantages and disadvantages.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Saving and investing help to build wealth.

No Correlations

PROFICIENCY LEVEL 17. Savings can serve as a buffer against economic hardship.

No Correlations

PROFICIENCY LEVEL 18. Different costs and benefits are associated with saving and investing alternatives.

No Correlations

PROFICIENCY LEVEL 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions. No Correlations
PROFICIENCY LEVEL	21.	Credit and debt can be managed to maintain credit worthiness. No Correlations
PROFICIENCY LEVEL	22.	Consumer protection laws provide financial safeguards. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	23.	Property and liability insurance protect against risks associated with use of property. No Correlations
PROFICIENCY LEVEL	24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income. No Correlations
PROFICIENCY LEVEL	25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century. <u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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PROFICIENCY LEVEL	2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues. No Correlations
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PROFICIENCY LEVEL	4.	Individuals can assess how effective communicators address diverse audiences. No Correlations
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PROFICIENCY LEVEL	5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues. No Correlations
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PROFICIENCY LEVEL	6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. No Correlations
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PROFICIENCY LEVEL	7.	Individuals can participate through non-governmental organizations to help address humanitarian needs. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 8. Beliefs about civil and human rights vary among social and governmental systems.

No Correlations

PROFICIENCY LEVEL 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

No Correlations

PROFICIENCY LEVEL 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

World History

Unit 10: Lesson 5 - Africa: From 1945 to the Present

US History

Unit 6: Lesson 5 - The Holocaust

Unit 7: Lesson 3 - The Nuremberg Trials

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

PROFICIENCY LEVEL 12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.

US History

Unit 9: Lesson 5 - Focus on the Environment

PROFICIENCY LEVEL 13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. The development and use of technology influences economic, political, ethical and social issues.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

PROFICIENCY LEVEL 15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.

No Correlations

PROFICIENCY LEVEL 17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

US History

Unit 7: Lesson 1 - Events That Shaped our World

Unit 7: Lesson 2 - The Founding of the United Nations

Unit 10: Lesson 7 - Globalism vs. Nationalism

World History

Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Quiz 2

PROFICIENCY LEVEL	18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others. <u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	19.	The global economy creates advantages and disadvantages for different segments of the world's population. No Correlations
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PROFICIENCY LEVEL	20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets. <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	21.	The distribution of wealth and economic power among countries changes over time. No Correlations
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PROFICIENCY LEVEL	22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries. <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	<p>Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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PROFICIENCY LEVEL	2.	<p>Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	<p>Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment</p>
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PROFICIENCY LEVEL	4.	<p>Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).</p> <p><u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement</p>
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PROFICIENCY LEVEL	5.	<p>Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	6.	<p>There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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PROFICIENCY LEVEL	7.	<p>Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws). No Correlations
PROFICIENCY LEVEL	9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). No Correlations
PROFICIENCY LEVEL	10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries). US History Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation). No Correlations
PROFICIENCY LEVEL	12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state). No Correlations
PROFICIENCY LEVEL	13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). No Correlations

PROFICIENCY LEVEL	14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions). <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 <u>World History</u> Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis). <u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement
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PROFICIENCY LEVEL	16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves). No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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**Ohio Learning Standards
Social Studies**

Grade: **11** - Adopted: **2018**

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	The use of primary and secondary sources of information includes an examination of the credibility of each source. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	2.	Historians develop theses and use evidence to support or refute positions. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.
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US History

Unit 1: Lesson 1 - Activity: Jamestown
Unit 1: Lesson 1 - Exploration and Settlement
Unit 1: Lesson 2 - The Thirteen Original Colonies
Unit 1: Lesson 3 - Activity - Revolutionary War
Unit 1: Lesson 3 - Conflict Leads to Independence
Unit 1: Lesson 4 - Activity - Research
Unit 1: Lesson 4 - Formation of a New Nation
Unit 1: Lesson 5 - Expansion
Unit 1: Lesson 6 - Rise of Sectionalism
Unit 1: Lesson 7 - Secession and Confederation
Unit 1: Lesson 8 - Activity - Civil War Battles
Unit 1: Lesson 8 - The Civil War
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Activity - Railroad Land Grant
Unit 2: Lesson 1 - All Aboard For the West!
Unit 2: Lesson 2 - Settling the Frontier
Unit 2: Lesson 3 - Displacing the Plains Indians
Unit 2: Lesson 4 - The Plains Indian Wars
Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 6 - Immigration
Unit 2: Lesson 7 - Age of Invention
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Lesson 10 - Activity - Advances in Communication
Unit 2: Lesson 10 - Communications
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Lesson 4 - Activity - Separating Fact From Legend
Unit 3: Lesson 4 - Empire Building
Unit 3: Lesson 5 - The Rise of Reform Movements
Unit 3: Lesson 6 - The Progressive Movement
Unit 3: Lesson 7 - Americanization
Unit 3: Lesson 8 - Progressive Education
Unit 3: Lesson 9 - Growth of World Influence
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration
Unit 4: Lesson 3 - William Howard Taft Administration
Unit 4: Lesson 4 - Activity - The Fed
Unit 4: Lesson 4 - Woodrow Wilson Administration
Unit 4: Lesson 5 - War in Europe
Unit 4: Lesson 6 - The War Hits Home
Unit 4: Lesson 7 - The United States Mobilizes for War
Unit 4: Lesson 8 - Activity - "In Flanders Fields"
Unit 4: Lesson 8 - The United States Enters and Ends the War
Unit 4: Lesson 9 - Treaty of Versailles
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
Unit 5: Lesson 4 - Cultural Changes
Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - Activity - THE FDIC

Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - Activity - A Good Deal or Bad Deal?
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Reign of FDR
Unit 6: Lesson 2 - Background to World War II
Unit 6: Lesson 3 - The War Begins
Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 5 - The Holocaust
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 7 - Activity - Operation Overlord
Unit 6: Lesson 7 - Winning the War in Europe
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Lesson 9 - Ending the War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Events That Shaped our World
Unit 7: Lesson 2 - The Founding of the United Nations
Unit 7: Lesson 3 - The Nuremberg Trials
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 5 - Truman Administration
Unit 7: Lesson 6 - Korean War
Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
Unit 7: Lesson 7 - The Cold War
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Lesson 9 - Activity - Hollywood After World War II
Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Lesson 2 - Society in the 1950s
Unit 8: Lesson 3 - Space Race
Unit 8: Lesson 4 - Progress on Civil Rights
Unit 8: Lesson 5 - Kennedy Administration
Unit 8: Lesson 6 - Johnson Administration
Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
Unit 8: Lesson 7 - The Modern Civil Rights Movement
Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
Unit 8: Lesson 9 - The Warren Court
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Activity - The Science and Technology of War
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Lesson 4 - The Feminist Movement
Unit 9: Lesson 5 - Activity - Endangered Species Act
Unit 9: Lesson 5 - Focus on the Environment
Unit 9: Lesson 6 - Progress in Civil Rights
Unit 9: Lesson 7 - Hispanics and Civil Rights
Unit 9: Lesson 8 - Education Issues
Unit 9: Lesson 9 - Activity - The Nixon Resignation
Unit 9: Lesson 9 - Watergate
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter
Unit 10: Lesson 2 - Ronald Reagan
Unit 10: Lesson 3 - George H. W. Bush

Unit 10: Lesson 4 - William Clinton
 Unit 10: Lesson 5 - George W. Bush
 Unit 10: Lesson 6 - Barack Obama
 Unit 10: Lesson 7 - Globalism vs. Nationalism
 Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
 Unit 10: Lesson 9 - Interacting With Peace Officers
 Unit 10: Lesson 10 - Becoming a Naturalized Citizen
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 3 - Conflict Leads to Independence

PROFICIENCY LEVEL 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

No Correlations

PROFICIENCY LEVEL 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

US History

Unit 1: Lesson 4 - Activity - Research

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Quiz 2

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

US History

Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration

World History

Unit 7: Industrial Revolution Activity
Unit 7: Lesson 3 - Industrial Revolution
Unit 7: Quiz 2

PROFICIENCY LEVEL 9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

World History

Unit 7: Industrial Revolution Activity
Unit 7: Lesson 3 - Industrial Revolution
Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Quiz 2
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Quiz 1
Unit 3: Quiz 2

PROFICIENCY LEVEL	10.	<p>Immigration, internal migration and urbanization transformed American life.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 6 - Immigration Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 7 - Americanization Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	11.	<p>Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</p> <p><u>US History</u> Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 4 - The Plains Indian Wars Unit 2: Quiz 1 Unit 2: Quiz 2</p>
PROFICIENCY LEVEL	12.	<p>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p> <p><u>US History</u> Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 7 - Americanization Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 8: Quiz 2</p>
PROFICIENCY LEVEL	13.	<p>The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 3 Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 8 - Progressive Education Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 2 - Theodore Roosevelt Administration Unit 4: Lesson 3 - William Howard Taft Administration Unit 4: Lesson 4 - Woodrow Wilson Administration Unit 4: Quiz 1 Unit 4: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

World History

Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence

Unit 7: Quiz 3

Unit 8: Lesson 2 - World War I, Continued

Unit 8: Lesson 4 - End of World War I

US History

Unit 3: Lesson 4 - Activity - Separating Fact From Legend

Unit 3: Lesson 4 - Empire Building

Unit 3: Lesson 6 - The Progressive Movement

Unit 3: Lesson 9 - Growth of World Influence

Unit 3: Quiz 2

Unit 3: Quiz 3

Unit 4: Lesson 5 - War in Europe

Unit 4: Lesson 6 - The War Hits Home

Unit 4: Lesson 7 - The United States Mobilizes for War

Unit 4: Lesson 8 - Activity - "In Flanders Fields"

Unit 4: Lesson 8 - The United States Enters and Ends the War

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 2

Unit 4: Quiz 3

PROFICIENCY LEVEL 15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

World History

Unit 8: Lesson 4 - End of World War I

Unit 8: Lesson 7 - Rise of Nazi Germany

Unit 8: Quiz 2

US History

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 3

Unit 5: Lesson 1 - Postwar Challenges

Unit 5: Lesson 2 - The Roaring Twenties

Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part

Unit 5: Lesson 9 - Review of the Presidents

Unit 5: Quiz 1

Unit 6: Lesson 2 - Background to World War II

Unit 6: Lesson 3 - The War Begins

Unit 6: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		American History
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STANDARD / BENCHMARK		TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

US History

- Unit 3: Lesson 7 - Americanization
- Unit 3: Quiz 3
- Unit 5: Lesson 1 - Postwar Challenges
- Unit 5: Quiz 1

PROFICIENCY LEVEL 17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

World History

- Unit 7: Lesson 3 - Industrial Revolution
- Unit 7: Quiz 2
- Unit 8: Quiz 1

US History

- Unit 2: Lesson 7 - Age of Invention
- Unit 2: Lesson 10 - Activity - Advances in Communication
- Unit 2: Lesson 10 - Communications
- Unit 4: Lesson 1 - Advances in the Twentieth Century
- Unit 4: Quiz 1
- Unit 5: Lesson 2 - The Roaring Twenties
- Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
- Unit 5: Lesson 4 - Cultural Changes
- Unit 5: Lesson 5 - An Unprecedented Crash
- Unit 5: Quiz 1
- Unit 5: Quiz 2

PROFICIENCY LEVEL 18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

US History

- Unit 3: Lesson 6 - The Progressive Movement
- Unit 3: Quiz 2
- Unit 5: Lesson 1 - Postwar Challenges
- Unit 5: Lesson 2 - The Roaring Twenties
- Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
- Unit 5: Lesson 4 - Cultural Changes
- Unit 5: Quiz 1
- Unit 5: Quiz 2

PROFICIENCY LEVEL 19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

World History

Unit 8: Lesson 5 - The Great Depression
Unit 8: Quiz 2

US History

Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 2
Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

US History

Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Quiz 1
Unit 6: Lesson 3 - The War Begins

PROFICIENCY LEVEL 21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

US History

Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Quiz 3
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Quiz 2

PROFICIENCY LEVEL 22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

World History

Unit 9: Lesson 3 - The Allied Advance
 Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Quiz 1

US History

Unit 6: Lesson 8 - Winning the War in the Pacific
 Unit 6: Lesson 9 - Ending the War
 Unit 6: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

World History

Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Lesson 5 - Communism and Cold War Conflicts
 Unit 9: Quiz 2

US History

Unit 8: Lesson 1 - Eisenhower Administration
 Unit 8: Quiz 1
 Unit 9: Lesson 1 - The Vietnam War
 Unit 9: Lesson 2 - Nixon Administration
 Unit 9: Lesson 3 - The Rise of the Counterculture
 Unit 9: Quiz 1

PROFICIENCY LEVEL 24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

US History

Unit 7: Lesson 7 - The Cold War
 Unit 7: Quiz 3

PROFICIENCY LEVEL	25.	<p>The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Lesson 5 - Communism and Cold War Conflicts Unit 9: Lesson 6 - USSR and Eastern Europe Unit 9: Quiz 2 Unit 9: USSR And Eastern Europe Activity Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism</p> <p><u>US History</u> Unit 7: Lesson 6 - Korean War Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter Unit 7: Lesson 7 - The Cold War Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 2 Unit 7: Quiz 3 Unit 8: Lesson 1 - Eisenhower Administration Unit 8: Lesson 3 - Space Race Unit 8: Lesson 5 - Kennedy Administration Unit 8: Lesson 6 - Johnson Administration Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Activity - The Science and Technology of War Unit 9: Lesson 1 - The Vietnam War Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 3 - The Rise of the Counterculture Unit 9: Quiz 1</p>
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PROFICIENCY LEVEL	26.	<p>The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	27.	<p>Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p> <p><u>US History</u> Unit 7: Lesson 8 - Progress in Civil Rights Unit 8: Lesson 4 - Progress on Civil Rights Unit 8: Lesson 6 - Johnson Administration Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom Unit 8: Lesson 7 - The Modern Civil Rights Movement Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement Unit 8: Lesson 9 - The Warren Court Unit 8: Quiz 2 Unit 8: Quiz 3 Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p>
PROFICIENCY LEVEL	28.	<p>The postwar economic boom and advances in science and technology, produced changes in American life.</p> <p><u>US History</u> Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 3 Unit 8: Lesson 2 - Society in the 1950s</p>
PROFICIENCY LEVEL	29.	<p>The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	30.	<p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p><u>US History</u> Unit 8: Lesson 6 - Johnson Administration Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 5 - Focus on the Environment Unit 9: Quiz 2 Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 5 - Communism and Cold War Conflicts</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1
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PROFICIENCY LEVEL	32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. <u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2 <u>World History</u> Unit 10: Twentieth Century Activity
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PROFICIENCY LEVEL	33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001. <u>US History</u> Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama <u>World History</u> Unit 10: Twentieth Century Activity
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes. <u>US History</u> Unit 10: Lesson 9 - Interacting With Peace Officers Unit 10: Lesson 10 - Becoming a Naturalized Citizen
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PROFICIENCY LEVEL	2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means. <u>US History</u> Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 6 - The Progressive Movement
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. Issues can be analyzed through the critical use of credible sources.

No Correlations

PROFICIENCY LEVEL 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

US History

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Lesson 9 - Reconstruction

Unit 1: Quiz 3

Unit 3: Lesson 1 - Politics and the Gilded Age

Unit 3: Lesson 6 - The Progressive Movement

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Cultural Changes

Unit 8: Lesson 9 - Activity - The Twenty-third Amendment

Unit 9: Lesson 3 - The Rise of the Counterculture

World History

Unit 6: Lesson 7 - American War of Independence

PROFICIENCY LEVEL	8.	<p>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</p> <p><u>US History</u> Unit 1: Lesson 4 - Activity - Research Unit 1: Lesson 4 - Formation of a New Nation Unit 1: Quiz 2</p> <p><u>World History</u> Unit 6: Lesson 7 - American War of Independence</p>
PROFICIENCY LEVEL	9.	<p>The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</p> <p><u>US History</u> Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1</p>
PROFICIENCY LEVEL	10.	<p>Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p><u>US History</u> Unit 5: Lesson 4 - Cultural Changes Unit 9: Lesson 3 - The Rise of the Counterculture</p>
PROFICIENCY LEVEL	11.	<p>Constitutional amendments have altered provisions for the structure and functions of the federal government.</p> <p><u>US History</u> Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	<p>Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation</p>
PROFICIENCY LEVEL	13.	<p>The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p> <p><u>US History</u> Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

US History
Unit 9: Quiz 2
Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
Unit 10: Lesson 10 - Becoming a Naturalized Citizen

PROFICIENCY LEVEL 15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

US History
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 3
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.

No Correlations

PROFICIENCY LEVEL 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

No Correlations

PROFICIENCY LEVEL 19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD	American Government
STANDARD / BENCHMARK	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

US History

Unit 4: Lesson 4 - Activity - The Fed

Unit 4: Lesson 4 - Woodrow Wilson Administration

PROFICIENCY LEVEL 21. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

US History

Unit 4: Lesson 4 - Activity - The Fed

Unit 4: Lesson 4 - Woodrow Wilson Administration

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

No Correlations

PROFICIENCY LEVEL 2. Historians develop theses and use evidence to support or refute positions.

No Correlations

PROFICIENCY LEVEL 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

World History

Unit 1: Skill Builder : Understanding the Influences of a Worldview
 Unit 6: Lesson 10 - 17th and 18th Century European Culture
 Unit 6: Lesson 5 - The Scientific Revolution
 Unit 6: Lesson 6 - Age of Reason
 Unit 6: Quiz 2
 Unit 6: Quiz 3

PROFICIENCY LEVEL 5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.

World History

Unit 6: Lesson 6 - Age of Reason
 Unit 6: Quiz 2

PROFICIENCY LEVEL 6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

World History

Unit 6: Lesson 6 - Age of Reason
 Unit 6: Lesson 8 - The French Revolution
 Unit 6: Quiz 2

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 7. The American and French Revolutions influenced Latin American revolutions for independence.

World History

Unit 6: Lesson 8 - The French Revolution
 Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3

PROFICIENCY LEVEL 8. Industrialization had social, political and economic effects on Western Europe and the world.

World History

Unit 7: Industrial Revolution Activity
 Unit 7: Lesson 3 - Industrial Revolution
 Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Industrialization
 Unit 2: Lesson 9 - Rise of the Capitalist
 Unit 2: Quiz 2
 Unit 3: Lesson 1 - Politics and the Gilded Age
 Unit 3: Lesson 3 - Big Business and Government
 Unit 3: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 9. Imperial expansion had political, economic and social roots.

World History

Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3
 Unit 8: Lesson 1 - World War I (1914 - 1918)

PROFICIENCY LEVEL 10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.

World History

Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3
 Unit 8: Lesson 1 - World War I (1914 - 1918)

PROFICIENCY LEVEL 11. The consequences of imperialism were viewed differently by the colonizers and the colonized.

World History

Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3
 Unit 8: Lesson 1 - World War I (1914 - 1918)
 Unit 8: Lesson 8 - Nationalistic Movements and Independence

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 12. Advances in technology, communication and transportation improved lives, but also had negative consequences.

World History

Unit 7: Industrial Revolution Activity

Unit 7: Lesson 3 - Industrial Revolution

Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Activity - Child Labor

Unit 2: Lesson 5 - Industrialization

Unit 2: Lesson 7 - Age of Invention

Unit 2: Lesson 10 - Activity - Advances in Communication

Unit 2: Lesson 10 - Communications

Unit 2: Quiz 2

Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues

Unit 3: Lesson 3 - Big Business and Government

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 4: Lesson 1 - Advances in the Twentieth Century

Unit 4: Quiz 1

PROFICIENCY LEVEL 13. The causes of World War I included militarism, imperialism, nationalism and alliances.

World History

Unit 7: Lesson 1 - Reaction and Revolution

Unit 7: Lesson 2 - Triumph of Democratic Nationalism

Unit 7: Quiz 1

Unit 8: Lesson 1 - World War I (1914 - 1918)

Unit 8: Lesson 2 - World War I, Continued

Unit 8: Lesson 4 - End of World War I

Unit 8: Quiz 1

US History

Unit 4: Lesson 5 - War in Europe

Unit 4: Lesson 6 - The War Hits Home

Unit 4: Lesson 7 - The United States Mobilizes for War

Unit 4: Lesson 8 - Activity - "In Flanders Fields"

Unit 4: Lesson 8 - The United States Enters and Ends the War

Unit 4: Lesson 9 - Treaty of Versailles

Unit 4: Quiz 2

Unit 4: Quiz 3

PROFICIENCY LEVEL 14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

World History

Unit 7: Quiz 3

Unit 8: Lesson 3 - Communist Revolution in Russia

Unit 8: Lesson 4 - End of World War I

Unit 8: Lesson 5 - The Great Depression

Unit 8: Lesson 6 - Rise of Dictatorial Regimes

Unit 8: Lesson 7 - Rise of Nazi Germany

Unit 8: Lesson 8 - Nationalistic Movements and Independence

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Lesson 1 - Path to World War II

Unit 9: Lesson 2 - The Axis Advance

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Quiz 1

US History

Unit 5: Lesson 6 - The Great Depression

Unit 6: Lesson 2 - Background to World War II

Unit 6: Lesson 5 - The Holocaust

Unit 6: Quiz 1

Unit 6: Quiz 2

Unit 6: Quiz 3

PROFICIENCY LEVEL 15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.

World History

Unit 9: Lesson 3 - The Allied Advance

Unit 9: Quiz 1

US History

Unit 6: Lesson 4 - Activity - Propaganda Posters

Unit 6: Lesson 5 - The Holocaust

Unit 6: Quiz 2

Unit 7: Lesson 3 - The Nuremberg Trials

Unit 7: Quiz 1

PROFICIENCY LEVEL 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

World History

- Unit 9: Lesson 2 - The Axis Advance
- Unit 9: Lesson 3 - The Allied Advance
- Unit 9: Lesson 4 - Beginning of the Cold War
- Unit 9: Lesson 5 - Communism and Cold War Conflicts
- Unit 9: Lesson 6 - USSR and Eastern Europe
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: USSR And Eastern Europe Activity
- Unit 10: Activity: East/West Germany
- Unit 10: Lesson 1 - The End of the Cold War
- Unit 10: Lesson 2 - The Collapse of Communism

US History

- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 6: Lesson 3 - The War Begins
- Unit 6: Lesson 4 - Activity - Propaganda Posters
- Unit 6: Lesson 4 - The United States Enters the War
- Unit 6: Lesson 5 - The Holocaust
- Unit 6: Lesson 6 - The War Expands
- Unit 6: Lesson 7 - Activity - Operation Overlord
- Unit 6: Lesson 7 - Winning the War in Europe
- Unit 6: Lesson 8 - Winning the War in the Pacific
- Unit 6: Lesson 9 - Ending the War
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Events That Shaped our World
- Unit 7: Lesson 5 - Truman Administration
- Unit 7: Lesson 6 - Korean War
- Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
- Unit 7: Lesson 7 - The Cold War
- Unit 7: Lesson 8 - Progress in Civil Rights
- Unit 7: Lesson 9 - Activity - Hollywood After World War II
- Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: Lesson 1 - Eisenhower Administration
- Unit 8: Lesson 3 - Space Race
- Unit 8: Lesson 5 - Kennedy Administration
- Unit 8: Lesson 6 - Johnson Administration
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 9: Lesson 1 - Activity - The Science and Technology of War
- Unit 9: Lesson 1 - The Vietnam War
- Unit 9: Lesson 2 - Nixon Administration
- Unit 9: Lesson 3 - The Rise of the Counterculture
- Unit 9: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL	17.	<p>The United States and the Soviet Union became superpowers and competed for global influence.</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Lesson 5 - Communism and Cold War Conflicts Unit 9: Lesson 6 - USSR and Eastern Europe Unit 9: Quiz 2 Unit 9: USSR And Eastern Europe Activity Unit 10: Activity: East/West Germany Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Lesson 4 - Developments in Latin America Unit 10: Quiz 1</p> <p><u>US History</u> Unit 7: Lesson 6 - Korean War Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter Unit 7: Lesson 7 - The Cold War Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Lesson 9 - Activity - Hollywood After World War II Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s Unit 7: Quiz 3 Unit 8: Lesson 1 - Eisenhower Administration Unit 8: Lesson 3 - Space Race Unit 8: Lesson 5 - Kennedy Administration Unit 8: Lesson 6 - Johnson Administration Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Activity - The Science and Technology of War Unit 9: Lesson 1 - The Vietnam War Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 3 - The Rise of the Counterculture Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	18.	<p>Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p><u>US History</u> Unit 6: Lesson 8 - Winning the War in the Pacific Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 7: Lesson 5 - Truman Administration Unit 7: Lesson 7 - The Cold War Unit 7: Quiz 1 Unit 7: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East</p>
PROFICIENCY LEVEL	19.	<p>Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>

PROFICIENCY LEVEL	20.	<p>Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p><u>US History</u> Unit 9: Lesson 1 - The Vietnam War</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3</p>
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PROFICIENCY LEVEL	21.	<p>Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p><u>US History</u> Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p> <p><u>World History</u> Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	22.	<p>The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	23.	<p>Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1 Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p>
PROFICIENCY LEVEL	24.	<p>Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	25.	<p>Emerging economic powers and improvements in technology have created a more interdependent global economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p>
PROFICIENCY LEVEL	26.	<p>Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	27.	<p>The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	28.	<p>Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.

No Correlations

PROFICIENCY LEVEL 2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.

No Correlations

PROFICIENCY LEVEL 4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

No Correlations

PROFICIENCY LEVEL 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

No Correlations

PROFICIENCY LEVEL 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

No Correlations

PROFICIENCY LEVEL 8. Economic policy decisions made by governments result in both intended and unintended consequences.

US History

Unit 4: Lesson 4 - Activity - The Fed

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.

No Correlations

PROFICIENCY LEVEL 10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

US History

Unit 10: Lesson 7 - Globalism vs. Nationalism

Unit 10: Quiz 1

World History

Unit 10: Lesson 3 - Developments in Europe to the Present

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.

No Correlations

PROFICIENCY LEVEL 12. Employee earning statements include information about gross wages, benefits, taxes and other deductions.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 13. Financial decision-making involves considering alternatives by examining costs and benefits.

No Correlations

PROFICIENCY LEVEL 14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.

No Correlations

PROFICIENCY LEVEL 15. Different payment methods have advantages and disadvantages.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Saving and investing help to build wealth.

No Correlations

PROFICIENCY LEVEL 17. Savings can serve as a buffer against economic hardship.

No Correlations

PROFICIENCY LEVEL 18. Different costs and benefits are associated with saving and investing alternatives.

No Correlations

PROFICIENCY LEVEL 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions. No Correlations
PROFICIENCY LEVEL	21.	Credit and debt can be managed to maintain credit worthiness. No Correlations
PROFICIENCY LEVEL	22.	Consumer protection laws provide financial safeguards. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	23.	Property and liability insurance protect against risks associated with use of property. No Correlations
PROFICIENCY LEVEL	24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income. No Correlations
PROFICIENCY LEVEL	25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss. No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century. US History Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 World History Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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PROFICIENCY LEVEL	2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues. No Correlations
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PROFICIENCY LEVEL	4.	Individuals can assess how effective communicators address diverse audiences. No Correlations
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PROFICIENCY LEVEL	5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues. No Correlations
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PROFICIENCY LEVEL	6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. No Correlations
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PROFICIENCY LEVEL	7.	Individuals can participate through non-governmental organizations to help address humanitarian needs. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 8. Beliefs about civil and human rights vary among social and governmental systems.

No Correlations

PROFICIENCY LEVEL 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

No Correlations

PROFICIENCY LEVEL 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

World History

Unit 10: Lesson 5 - Africa: From 1945 to the Present

US History

Unit 6: Lesson 5 - The Holocaust

Unit 7: Lesson 3 - The Nuremberg Trials

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

PROFICIENCY LEVEL 12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.

US History

Unit 9: Lesson 5 - Focus on the Environment

PROFICIENCY LEVEL 13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

US History

Unit 9: Lesson 5 - Focus on the Environment

Unit 10: Lesson 5 - George W. Bush

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
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STANDARD / BENCHMARK		TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 14. The development and use of technology influences economic, political, ethical and social issues.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

PROFICIENCY LEVEL 15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

World History

Unit 10: Lesson 8 - 21st-Century Trends

US History

Unit 10: Lesson 6 - Barack Obama

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.

No Correlations

PROFICIENCY LEVEL 17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

US History

Unit 7: Lesson 1 - Events That Shaped our World

Unit 7: Lesson 2 - The Founding of the United Nations

Unit 10: Lesson 7 - Globalism vs. Nationalism

World History

Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Quiz 2

PROFICIENCY LEVEL	18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others. <u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	19.	The global economy creates advantages and disadvantages for different segments of the world's population. No Correlations
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PROFICIENCY LEVEL	20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets. <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	21.	The distribution of wealth and economic power among countries changes over time. No Correlations
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PROFICIENCY LEVEL	22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries. <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	<p>Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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PROFICIENCY LEVEL	2.	<p>Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.</p> <p><u>US History</u> Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	<p>Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment</p>
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PROFICIENCY LEVEL	4.	<p>Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).</p> <p><u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement</p>
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PROFICIENCY LEVEL	5.	<p>Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	6.	<p>There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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PROFICIENCY LEVEL	7.	<p>Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws). No Correlations
PROFICIENCY LEVEL	9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). No Correlations
PROFICIENCY LEVEL	10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries). US History Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation). No Correlations
PROFICIENCY LEVEL	12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state). No Correlations
PROFICIENCY LEVEL	13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). No Correlations

PROFICIENCY LEVEL	14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions). <u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 <u>World History</u> Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis). <u>US History</u> Unit 1: Lesson 1 - Exploration and Settlement
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PROFICIENCY LEVEL	16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves). No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). <u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity <u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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PROFICIENCY LEVEL	19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access). US History Unit 10: Lesson 7 - Globalism vs. Nationalism
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**Ohio Learning Standards
Social Studies**

Grade: 12 - Adopted: 2018

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	The use of primary and secondary sources of information includes an examination of the credibility of each source. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	2.	Historians develop theses and use evidence to support or refute positions. US History Unit 1: Lesson 3 - Activity - Revolutionary War Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 10 - Activity - Advances in Communication Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 8: Lesson 9 - Activity - The Twenty-third Amendment Unit 9: Lesson 5 - Activity - Endangered Species Act Unit 9: Lesson 9 - Activity - The Nixon Resignation
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PROFICIENCY LEVEL	3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.
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US History

Unit 1: Lesson 1 - Activity: Jamestown
Unit 1: Lesson 1 - Exploration and Settlement
Unit 1: Lesson 2 - The Thirteen Original Colonies
Unit 1: Lesson 3 - Activity - Revolutionary War
Unit 1: Lesson 3 - Conflict Leads to Independence
Unit 1: Lesson 4 - Activity - Research
Unit 1: Lesson 4 - Formation of a New Nation
Unit 1: Lesson 5 - Expansion
Unit 1: Lesson 6 - Rise of Sectionalism
Unit 1: Lesson 7 - Secession and Confederation
Unit 1: Lesson 8 - Activity - Civil War Battles
Unit 1: Lesson 8 - The Civil War
Unit 1: Lesson 9 - Reconstruction
Unit 1: Quiz 1
Unit 1: Quiz 2
Unit 1: Quiz 3
Unit 2: Lesson 1 - Activity - Railroad Land Grant
Unit 2: Lesson 1 - All Aboard For the West!
Unit 2: Lesson 2 - Settling the Frontier
Unit 2: Lesson 3 - Displacing the Plains Indians
Unit 2: Lesson 4 - The Plains Indian Wars
Unit 2: Lesson 5 - Activity - Child Labor
Unit 2: Lesson 5 - Industrialization
Unit 2: Lesson 6 - Immigration
Unit 2: Lesson 7 - Age of Invention
Unit 2: Lesson 8 - Advances in Agriculture
Unit 2: Lesson 9 - Rise of the Capitalist
Unit 2: Lesson 10 - Activity - Advances in Communication
Unit 2: Lesson 10 - Communications
Unit 2: Quiz 1
Unit 2: Quiz 2
Unit 2: Quiz 3
Unit 3: Lesson 1 - Activity - Reconstruction and Conflicting Views
Unit 3: Lesson 1 - Politics and the Gilded Age
Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues
Unit 3: Lesson 3 - Big Business and Government
Unit 3: Lesson 4 - Activity - Separating Fact From Legend
Unit 3: Lesson 4 - Empire Building
Unit 3: Lesson 5 - The Rise of Reform Movements
Unit 3: Lesson 6 - The Progressive Movement
Unit 3: Lesson 7 - Americanization
Unit 3: Lesson 8 - Progressive Education
Unit 3: Lesson 9 - Growth of World Influence
Unit 3: Quiz 1
Unit 3: Quiz 2
Unit 3: Quiz 3
Unit 4: Lesson 1 - Advances in the Twentieth Century
Unit 4: Lesson 2 - Theodore Roosevelt Administration
Unit 4: Lesson 3 - William Howard Taft Administration
Unit 4: Lesson 4 - Activity - The Fed
Unit 4: Lesson 4 - Woodrow Wilson Administration
Unit 4: Lesson 5 - War in Europe
Unit 4: Lesson 6 - The War Hits Home
Unit 4: Lesson 7 - The United States Mobilizes for War
Unit 4: Lesson 8 - Activity - "In Flanders Fields"
Unit 4: Lesson 8 - The United States Enters and Ends the War
Unit 4: Lesson 9 - Treaty of Versailles
Unit 4: Quiz 1
Unit 4: Quiz 2
Unit 4: Quiz 3
Unit 5: Lesson 1 - Postwar Challenges
Unit 5: Lesson 2 - The Roaring Twenties
Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part
Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors
Unit 5: Lesson 4 - Cultural Changes
Unit 5: Lesson 5 - An Unprecedented Crash
Unit 5: Lesson 6 - Activity - THE FDIC

Unit 5: Lesson 6 - The Great Depression
Unit 5: Lesson 7 - The Dust Bowl
Unit 5: Lesson 8 - Activity - A Good Deal or Bad Deal?
Unit 5: Lesson 8 - The New Deal
Unit 5: Lesson 9 - Review of the Presidents
Unit 5: Quiz 1
Unit 5: Quiz 2
Unit 5: Quiz 3
Unit 6: Lesson 1 - The Reign of FDR
Unit 6: Lesson 2 - Background to World War II
Unit 6: Lesson 3 - The War Begins
Unit 6: Lesson 4 - Activity - Propaganda Posters
Unit 6: Lesson 4 - The United States Enters the War
Unit 6: Lesson 5 - The Holocaust
Unit 6: Lesson 6 - The War Expands
Unit 6: Lesson 7 - Activity - Operation Overlord
Unit 6: Lesson 7 - Winning the War in Europe
Unit 6: Lesson 8 - Winning the War in the Pacific
Unit 6: Lesson 9 - Ending the War
Unit 6: Quiz 1
Unit 6: Quiz 2
Unit 6: Quiz 3
Unit 7: Lesson 1 - Events That Shaped our World
Unit 7: Lesson 2 - The Founding of the United Nations
Unit 7: Lesson 3 - The Nuremberg Trials
Unit 7: Lesson 4 - Results of World War II on American Culture
Unit 7: Lesson 5 - Truman Administration
Unit 7: Lesson 6 - Korean War
Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
Unit 7: Lesson 7 - The Cold War
Unit 7: Lesson 8 - Progress in Civil Rights
Unit 7: Lesson 9 - Activity - Hollywood After World War II
Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
Unit 7: Quiz 1
Unit 7: Quiz 2
Unit 7: Quiz 3
Unit 8: Lesson 1 - Eisenhower Administration
Unit 8: Lesson 2 - Society in the 1950s
Unit 8: Lesson 3 - Space Race
Unit 8: Lesson 4 - Progress on Civil Rights
Unit 8: Lesson 5 - Kennedy Administration
Unit 8: Lesson 6 - Johnson Administration
Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
Unit 8: Lesson 7 - The Modern Civil Rights Movement
Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
Unit 8: Lesson 9 - Activity - The Twenty-third Amendment
Unit 8: Lesson 9 - The Warren Court
Unit 8: Quiz 1
Unit 8: Quiz 2
Unit 8: Quiz 3
Unit 9: Lesson 1 - Activity - The Science and Technology of War
Unit 9: Lesson 1 - The Vietnam War
Unit 9: Lesson 2 - Nixon Administration
Unit 9: Lesson 3 - The Rise of the Counterculture
Unit 9: Lesson 4 - The Feminist Movement
Unit 9: Lesson 5 - Activity - Endangered Species Act
Unit 9: Lesson 5 - Focus on the Environment
Unit 9: Lesson 6 - Progress in Civil Rights
Unit 9: Lesson 7 - Hispanics and Civil Rights
Unit 9: Lesson 8 - Education Issues
Unit 9: Lesson 9 - Activity - The Nixon Resignation
Unit 9: Lesson 9 - Watergate
Unit 9: Quiz 1
Unit 9: Quiz 2
Unit 9: Quiz 3
Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter
Unit 10: Lesson 2 - Ronald Reagan
Unit 10: Lesson 3 - George H. W. Bush

Unit 10: Lesson 4 - William Clinton
 Unit 10: Lesson 5 - George W. Bush
 Unit 10: Lesson 6 - Barack Obama
 Unit 10: Lesson 7 - Globalism vs. Nationalism
 Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay)
 Unit 10: Lesson 9 - Interacting With Peace Officers
 Unit 10: Lesson 10 - Becoming a Naturalized Citizen
 Unit 10: Quiz 1
 Unit 10: Quiz 2
 Unit 10: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

US Government

Unit 1: Lesson 5 - English Influence on American Government
 Unit 1: Lesson 6 - Seeds of a Revolution
 Unit 1: Lesson 7 - The Effort for Independence
 Unit 1: Lesson 8 - Influence of Independence
 Unit 1: Project 2: Examining the Declaration of Independence
 Unit 2: Lesson 1 - The Constitutional Convention
 Unit 2: Lesson 2 - Ratification and the Beginning of a New Government
 Unit 2: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

US Government

Unit 1: Lesson 6 - Seeds of a Revolution
 Unit 1: Lesson 7 - The Effort for Independence
 Unit 1: Lesson 8 - Influence of Independence
 Unit 1: Project 2: Examining the Declaration of Independence
 Unit 1: Quiz 2
 Unit 2: Lesson 3 - A More Perfect Union
 Unit 2: Lesson 7 - Federalism and Rights
 Unit 2: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 3 - Conflict Leads to Independence

PROFICIENCY LEVEL 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

US Government

Unit 1: Lesson 9 - Provisions of the Articles of Confederation
 Unit 1: Quiz 3

PROFICIENCY LEVEL 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

US Government

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

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

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

Unit 1: Lesson 2 Activity

Unit 1: Lesson 3 - Classification of Government

Unit 1: Lesson 3 Activity

Unit 1: Lesson 4 - Economic Systems

Unit 1: Lesson 5 - English Influence on American Government

Unit 1: Lesson 6 - Seeds of a Revolution

Unit 1: Lesson 7 - The Effort for Independence

Unit 1: Lesson 8 - Influence of Independence

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

Unit 1: Project 1: Comparing and Contrasting Political Systems

Unit 1: Project 2: Examining the Declaration of Independence

Unit 1: Project 3: Analyzing the Articles of Confederation

Unit 1: Quiz 1

Unit 1: Quiz 2

Unit 1: Quiz 3

Unit 2: Lesson 1 - The Constitutional Convention

Unit 2: Lesson 10 - Equal Justice Under the Law

Unit 2: Lesson 2 - Ratification and the Beginning of a New Government

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 4 - Understanding Federalism

Unit 2: Lesson 5 - Redefining Federalism

Unit 2: Lesson 6 - Distribution of Constitutional Power

Unit 2: Lesson 7 - Federalism and Rights

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

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

Unit 2: Project 1: Bill of Rights

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - The Structure of Congress

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

Unit 3: Lesson 2 - The Powers of Congress

Unit 3: Lesson 3 - The Process in Congress

Unit 3: Lesson 4 - The Roles of the Presidency

Unit 3: Lesson 5 - The Powers of the Presidency

Unit 3: Lesson 6 - The Process of the Presidency

Unit 3: Lesson 7 - The Resources of the Presidency

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

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

Unit 3: Project: Writing Your Congressman—Immigration Reform

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 3: Quiz 3

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

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

Unit 4: Lesson 2 Activity: Two Political Parties Emerge

Unit 4: Lesson 3 - Interest Groups in American Politics

Unit 4: Lesson 4 - Nature of Public Opinion

Unit 4: Lesson 5 - Political Ideology

Unit 4: Lesson 6 - Political Culture of America

Unit 4: Lesson 7 - Voting

Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout

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

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

Unit 4: Project 2: Polling Your Community

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

Unit 4: Quiz 1

Unit 4: Quiz 2

Unit 4: Quiz 3
 Unit 5: Lesson 1 - Relationships Among Governments
 Unit 5: Lesson 2 - State Government and Politics
 Unit 5: Lesson 3 - Local Government and Politics
 Unit 5: Lesson 4 - Comparing Economics Systems
 Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies
 Unit 5: Lesson 6 - The Budget Process
 Unit 5: Lesson 7 - Domestic Policy and American Cultures
 Unit 5: Lesson 8 - Foreign Policy
 Unit 5: Lesson 9 - America's Challenges
 Unit 5: Quiz 1
 Unit 5: Quiz 2
 Unit 5: Quiz 3

PROFICIENCY LEVEL 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

US History

Unit 1: Lesson 4 - Activity - Research
 Unit 1: Lesson 4 - Formation of a New Nation
 Unit 1: Quiz 2

US Government

Unit 2: Lesson 2 - Ratification and the Beginning of a New Government
 Unit 2: Lesson 3 - A More Perfect Union
 Unit 2: Lesson 7 - Federalism and Rights
 Unit 2: Lesson 8 - First Amendment—Freedom of Religion
 Unit 2: Project 1: Bill of Rights
 Unit 2: Quiz 1
 Unit 2: Quiz 2
 Unit 3: Lesson 8 - The Structure of the Federal Judiciary
 Unit 4: Lesson 2 Activity: Two Political Parties Emerge

World History

Unit 6: Lesson 7 - American War of Independence

DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	<p>The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 8 - Advances in Agriculture Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 2: Quiz 3 Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Lesson 2 - Theodore Roosevelt Administration</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2</p>
PROFICIENCY LEVEL	9.	<p>The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p> <p><u>World History</u> Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2</p> <p><u>US History</u> Unit 2: Lesson 5 - Activity - Child Labor Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 2 Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1 Unit 3: Quiz 2</p>
PROFICIENCY LEVEL	10.	<p>Immigration, internal migration and urbanization transformed American life.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 6 - Immigration Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 7 - Americanization Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	11.	<p>Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</p> <p><u>US History</u> Unit 2: Lesson 3 - Displacing the Plains Indians Unit 2: Lesson 4 - The Plains Indian Wars Unit 2: Quiz 1 Unit 2: Quiz 2</p>

PROFICIENCY LEVEL	12.	<p>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p> <p><u>US History</u> Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 7 - Americanization Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 8: Quiz 2</p> <p><u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3</p>
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PROFICIENCY LEVEL	13.	<p>The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution</p> <p><u>US History</u> Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 9 - Rise of the Capitalist Unit 2: Quiz 3 Unit 3: Lesson 3 - Big Business and Government Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 5 - The Rise of Reform Movements Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 8 - Progressive Education Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 2 - Theodore Roosevelt Administration Unit 4: Lesson 3 - William Howard Taft Administration Unit 4: Lesson 4 - Woodrow Wilson Administration Unit 4: Quiz 1 Unit 4: Quiz 2</p> <p><u>US Government</u> Unit 5: Lesson 4 - Comparing Economics Systems</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	14.	<p>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 2 - World War I, Continued Unit 8: Lesson 4 - End of World War I</p> <p><u>US History</u> Unit 3: Lesson 4 - Activity - Separating Fact From Legend Unit 3: Lesson 4 - Empire Building Unit 3: Lesson 6 - The Progressive Movement Unit 3: Lesson 9 - Growth of World Influence Unit 3: Quiz 2 Unit 3: Quiz 3 Unit 4: Lesson 5 - War in Europe Unit 4: Lesson 6 - The War Hits Home Unit 4: Lesson 7 - The United States Mobilizes for War Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 4: Lesson 8 - The United States Enters and Ends the War Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 2 Unit 4: Quiz 3</p>
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PROFICIENCY LEVEL	15.	<p>After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p> <p><u>World History</u> Unit 8: Lesson 4 - End of World War I Unit 8: Lesson 7 - Rise of Nazi Germany Unit 8: Quiz 2</p> <p><u>US History</u> Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Lesson 9 - Review of the Presidents Unit 5: Quiz 1 Unit 6: Lesson 2 - Background to World War II Unit 6: Lesson 3 - The War Begins Unit 6: Quiz 1</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	16.	<p>Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p><u>US History</u> Unit 3: Lesson 7 - Americanization Unit 3: Quiz 3 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Quiz 1</p>
PROFICIENCY LEVEL	17.	<p>An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p><u>World History</u> Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 Unit 8: Quiz 1</p> <p><u>US History</u> Unit 2: Lesson 7 - Age of Invention Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Quiz 1 Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Lesson 4 - Cultural Changes Unit 5: Lesson 5 - An Unprecedented Crash Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	18.	<p>Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</p> <p><u>US History</u> Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2 Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 4 - Activity - Biographies of Cultural Contributors Unit 5: Lesson 4 - Cultural Changes Unit 5: Quiz 1 Unit 5: Quiz 2</p>
PROFICIENCY LEVEL	19.	<p>The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p> <p><u>World History</u> Unit 8: Lesson 5 - The Great Depression Unit 8: Quiz 2</p> <p><u>US History</u> Unit 5: Lesson 5 - An Unprecedented Crash Unit 5: Lesson 6 - The Great Depression Unit 5: Lesson 7 - The Dust Bowl Unit 5: Lesson 8 - The New Deal Unit 5: Lesson 9 - Review of the Presidents Unit 5: Quiz 2 Unit 5: Quiz 3</p>

DOMAIN /
ACADEMIC
CONTENT
STANDARD

American History

STANDARD / BENCHMARK		TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	20.	<p>During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.</p> <p><u>US History</u> Unit 5: Lesson 1 - Postwar Challenges Unit 5: Lesson 2 - The Roaring Twenties Unit 5: Lesson 3 - Peace and Prosperity-For the Most Part Unit 5: Quiz 1 Unit 6: Lesson 3 - The War Begins</p>
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PROFICIENCY LEVEL	21.	<p>United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</p> <p><u>US History</u> Unit 6: Lesson 4 - Activity - Propaganda Posters Unit 6: Lesson 4 - The United States Enters the War Unit 6: Lesson 6 - The War Expands Unit 6: Lesson 8 - Winning the War in the Pacific Unit 6: Quiz 3 Unit 7: Lesson 4 - Results of World War II on American Culture Unit 7: Lesson 8 - Progress in Civil Rights Unit 7: Quiz 2</p>
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PROFICIENCY LEVEL	22.	<p>Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</p> <p><u>World History</u> Unit 9: Lesson 3 - The Allied Advance Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 1</p> <p><u>US History</u> Unit 6: Lesson 8 - Winning the War in the Pacific Unit 6: Lesson 9 - Ending the War Unit 6: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

World History

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Lesson 5 - Communism and Cold War Conflicts

Unit 9: Quiz 2

US History

Unit 8: Lesson 1 - Eisenhower Administration

Unit 8: Quiz 1

Unit 9: Lesson 1 - The Vietnam War

Unit 9: Lesson 2 - Nixon Administration

Unit 9: Lesson 3 - The Rise of the Counterculture

Unit 9: Quiz 1

PROFICIENCY LEVEL 24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

US History

Unit 7: Lesson 7 - The Cold War

Unit 7: Quiz 3

PROFICIENCY LEVEL 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

World History

Unit 9: Lesson 4 - Beginning of the Cold War

Unit 9: Lesson 5 - Communism and Cold War Conflicts

Unit 9: Lesson 6 - USSR and Eastern Europe

Unit 9: Quiz 2

Unit 9: USSR And Eastern Europe Activity

Unit 10: Lesson 1 - The End of the Cold War

Unit 10: Lesson 2 - The Collapse of Communism

US History

Unit 7: Lesson 6 - Korean War

Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter

Unit 7: Lesson 7 - The Cold War

Unit 7: Lesson 8 - Progress in Civil Rights

Unit 7: Lesson 9 - Activity - Hollywood After World War II

Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s

Unit 7: Quiz 2

Unit 7: Quiz 3

Unit 8: Lesson 1 - Eisenhower Administration

Unit 8: Lesson 3 - Space Race

Unit 8: Lesson 5 - Kennedy Administration

Unit 8: Lesson 6 - Johnson Administration

Unit 8: Quiz 1

Unit 8: Quiz 2

Unit 9: Lesson 1 - Activity - The Science and Technology of War

Unit 9: Lesson 1 - The Vietnam War

Unit 9: Lesson 2 - Nixon Administration

Unit 9: Lesson 3 - The Rise of the Counterculture

Unit 9: Quiz 1

PROFICIENCY LEVEL 26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

World History
 Unit 10: Lesson 1 - The End of the Cold War
 Unit 10: Lesson 2 - The Collapse of Communism
 Unit 10: Quiz 1

US History
 Unit 10: Lesson 2 - Ronald Reagan
 Unit 10: Lesson 3 - George H. W. Bush
 Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	American History
STANDARD / BENCHMARK	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

US History
 Unit 7: Lesson 8 - Progress in Civil Rights
 Unit 8: Lesson 4 - Progress on Civil Rights
 Unit 8: Lesson 6 - Johnson Administration
 Unit 8: Lesson 7 - Activity - 1963 March on Washington for Jobs and Freedom
 Unit 8: Lesson 7 - The Modern Civil Rights Movement
 Unit 8: Lesson 8 - Violence Comes to the Civil Rights Movement
 Unit 8: Lesson 9 - The Warren Court
 Unit 8: Quiz 2
 Unit 8: Quiz 3
 Unit 9: Lesson 4 - The Feminist Movement
 Unit 9: Quiz 2

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

PROFICIENCY LEVEL 28. The postwar economic boom and advances in science and technology, produced changes in American life.

US History
 Unit 7: Lesson 9 - Activity - Hollywood After World War II
 Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
 Unit 7: Quiz 3
 Unit 8: Lesson 2 - Society in the 1950s

PROFICIENCY LEVEL 29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

US Government
 Unit 2: Lesson 10 - Equal Justice Under the Law

PROFICIENCY LEVEL	30.	<p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p><u>US History</u> Unit 8: Lesson 6 - Johnson Administration Unit 9: Lesson 2 - Nixon Administration Unit 9: Lesson 5 - Focus on the Environment Unit 9: Quiz 2 Unit 10: Lesson 1 - Gerald Ford and Jimmy Carter Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 9: Lesson 5 - Communism and Cold War Conflicts</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American History
STANDARD / BENCHMARK		TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	31.	<p>Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges</p>
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PROFICIENCY LEVEL	32.	<p>The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p> <p><u>World History</u> Unit 10: Twentieth Century Activity</p>
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PROFICIENCY LEVEL 33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

US History

Unit 10: Lesson 5 - George W. Bush
 Unit 10: Lesson 6 - Barack Obama

World History

Unit 10: Twentieth Century Activity

DOMAIN / ACADEMIC CONTENT STANDARD	American Government
STANDARD / BENCHMARK	TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.

US Government

Unit 2: Lesson 4 - Understanding Federalism
 Unit 4: Lesson 1 - The Functions and Organization of Political Parties
 Unit 4: Lesson 3 - Interest Groups in American Politics
 Unit 4: Lesson 4 - Nature of Public Opinion
 Unit 4: Lesson 7 - Voting
 Unit 4: Lesson 7 Activity: Bar Graph on Voter Turnout
 Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties
 Unit 4: Quiz 1
 Unit 4: Quiz 3

US History

Unit 10: Lesson 9 - Interacting With Peace Officers
 Unit 10: Lesson 10 - Becoming a Naturalized Citizen

PROFICIENCY LEVEL 2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

US Government

Unit 2: Lesson 4 - Understanding Federalism
 Unit 3: Lesson 6 - The Process of the Presidency
 Unit 3: Quiz 2
 Unit 4: Lesson 1 - The Functions and Organization of Political Parties
 Unit 4: Lesson 2 - The Evolution of the Two-Party System
 Unit 4: Lesson 2 Activity: Two Political Parties Emerge
 Unit 4: Lesson 3 - Interest Groups in American Politics
 Unit 4: Lesson 4 - Nature of Public Opinion
 Unit 4: Lesson 5 - Political Ideology
 Unit 4: Lesson 6 - Political Culture of America
 Unit 4: Lesson 7 - Voting
 Unit 4: Project 1: Interpreting Political Cartoons in Their Historical Context
 Unit 4: Quiz 1
 Unit 4: Quiz 2

US History

Unit 3: Lesson 3 - Big Business and Government
 Unit 3: Lesson 6 - The Progressive Movement

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 3. Issues can be analyzed through the critical use of credible sources.

US Government

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 4: Project 2: Polling Your Community

PROFICIENCY LEVEL 4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

US Government

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

World History

Unit 6: Lesson 7 - American War of Independence

US History

Unit 1: Lesson 4 - Formation of a New Nation

PROFICIENCY LEVEL 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

US History

Unit 1: Lesson 4 - Formation of a New Nation

US Government

Unit 2: Lesson 2 - Ratification and the Beginning of a New Government

Unit 2: Quiz 1

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

Unit 4: Lesson 2 Activity: Two Political Parties Emerge

PROFICIENCY LEVEL 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.

US History

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Lesson 9 - Reconstruction

Unit 1: Quiz 3

Unit 3: Lesson 1 - Politics and the Gilded Age

Unit 3: Lesson 6 - The Progressive Movement

Unit 3: Quiz 1

Unit 3: Quiz 2

Unit 5: Lesson 4 - Cultural Changes

Unit 8: Lesson 9 - Activity - The Twenty-third Amendment

Unit 9: Lesson 3 - The Rise of the Counterculture

US Government

Unit 2: Lesson 10 - Equal Justice Under the Law

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 6 - Distribution of Constitutional Power

Unit 2: Lesson 7 - Federalism and Rights

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

Unit 2: Project 2: The Constitutional Definition of Federalism

Unit 2: Quiz 1

Unit 2: Quiz 2

Unit 2: Quiz 3

Unit 3: Lesson 1 - The Structure of Congress

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

Unit 3: Quiz 3

World History

Unit 6: Lesson 7 - American War of Independence

PROFICIENCY LEVEL 8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

US History

Unit 1: Lesson 4 - Activity - Research

Unit 1: Lesson 4 - Formation of a New Nation

Unit 1: Quiz 2

US Government

Unit 2: Lesson 2 - Ratification and the Beginning of a New Government

Unit 2: Lesson 3 - A More Perfect Union

Unit 2: Lesson 7 - Federalism and Rights

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

Unit 2: Project 1: Bill of Rights

Unit 2: Quiz 1

Unit 2: Quiz 2

World History

Unit 6: Lesson 7 - American War of Independence

PROFICIENCY LEVEL	9.	<p>The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</p> <p><u>US History</u> Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1</p> <p><u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 7 - Federalism and Rights Unit 2: Quiz 3</p>
PROFICIENCY LEVEL	10.	<p>Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p><u>US History</u> Unit 5: Lesson 4 - Cultural Changes Unit 9: Lesson 3 - The Rise of the Counterculture</p> <p><u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3</p>
PROFICIENCY LEVEL	11.	<p>Constitutional amendments have altered provisions for the structure and functions of the federal government.</p> <p><u>US History</u> Unit 3: Lesson 6 - The Progressive Movement Unit 3: Quiz 2</p> <p><u>US Government</u> Unit 3: Lesson 1 - The Structure of Congress</p>

DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	<p>Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p><u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 10 - The Supreme Court as a Political Institution Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Lesson 8 - The Structure of the Federal Judiciary Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Project: Writing Your Congressman—Immigration Reform Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 3: Quiz 3</p> <p><u>US History</u> Unit 1: Lesson 4 - Formation of a New Nation</p>
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PROFICIENCY LEVEL	13.	<p>The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p> <p><u>US Government</u> Unit 2: Lesson 3 - A More Perfect Union Unit 3: Lesson 1 - The Structure of Congress Unit 3: Lesson 2 - The Powers of Congress Unit 3: Lesson 3 - The Process in Congress Unit 3: Lesson 4 - The Roles of the Presidency Unit 3: Lesson 5 - The Powers of the Presidency Unit 3: Lesson 9 - The Powers of the Federal Judiciary Unit 3: Quiz 1 Unit 3: Quiz 3 Unit 4: Lesson 3 - Interest Groups in American Politics Unit 4: Quiz 1</p> <p><u>US History</u> Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 4: Lesson 1 - Advances in the Twentieth Century</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	14.	<p>In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <p><u>US Government</u> Unit 1: Lesson 1 - The Origination of States and Government Unit 1: Lesson 2 Activity Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 3 - A More Perfect Union Unit 2: Lesson 7 - Federalism and Rights Unit 2: Project 1: Bill of Rights Unit 2: Quiz 3</p> <p><u>US History</u> Unit 9: Quiz 2 Unit 10: Lesson 8 - Citizenship Responsibilities (Write an Essay) Unit 10: Lesson 10 - Becoming a Naturalized Citizen</p>
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PROFICIENCY LEVEL	15.	<p>Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p> <p><u>US History</u> Unit 1: Lesson 9 - Reconstruction Unit 1: Quiz 3 Unit 3: Lesson 1 - Politics and the Gilded Age Unit 3: Quiz 1</p> <p><u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Lesson 7 - Federalism and Rights Unit 2: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	16.	<p>As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.</p> <p><u>US Government</u> Unit 5: Lesson 2 - State Government and Politics Unit 5: Quiz 1</p>
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PROFICIENCY LEVEL	17.	<p>Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
STANDARD / BENCHMARK		TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
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PROFICIENCY LEVEL	18.	<p>A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.</p> <p><u>US Government</u> Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3</p>
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PROFICIENCY LEVEL	19.	<p>Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p> <p><u>US Government</u> Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Quiz 2 Unit 5: Lesson 8 - Foreign Policy Unit 5: Quiz 3</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		American Government
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STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
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BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
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PROFICIENCY LEVEL	20.	<p>The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p><u>US Government</u> Unit 3: Lesson 7 - The Resources of the Presidency Unit 3: Quiz 2 Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies Unit 5: Lesson 6 - The Budget Process Unit 5: Quiz 2</p> <p><u>US History</u> Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 4 - Woodrow Wilson Administration</p>
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PROFICIENCY LEVEL	21.	<p>The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p> <p><u>US History</u> Unit 4: Lesson 4 - Activity - The Fed Unit 4: Lesson 4 - Woodrow Wilson Administration</p> <p><u>US Government</u> Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
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STANDARD / BENCHMARK		TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

No Correlations

PROFICIENCY LEVEL 2. Historians develop theses and use evidence to support or refute positions.

No Correlations

PROFICIENCY LEVEL 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

World History

Unit 1: Skill Builder : Understanding the Influences of a Worldview

Unit 6: Lesson 10 - 17th and 18th Century European Culture

Unit 6: Lesson 5 - The Scientific Revolution

Unit 6: Lesson 6 - Age of Reason

Unit 6: Quiz 2

Unit 6: Quiz 3

PROFICIENCY LEVEL 5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.

World History

Unit 6: Lesson 6 - Age of Reason

Unit 6: Quiz 2

PROFICIENCY LEVEL 6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

World History

Unit 6: Lesson 6 - Age of Reason
 Unit 6: Lesson 8 - The French Revolution
 Unit 6: Quiz 2

US Government

Unit 1: Lesson 2 - The Four Major Theories of the Formation of States
 Unit 1: Lesson 2 Activity
 Unit 1: Lesson 5 - English Influence on American Government
 Unit 1: Lesson 8 - Influence of Independence
 Unit 1: Project 2: Examining the Declaration of Independence

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL 7. The American and French Revolutions influenced Latin American revolutions for independence.

World History

Unit 6: Lesson 8 - The French Revolution
 Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence
 Unit 7: Quiz 3

PROFICIENCY LEVEL 8. Industrialization had social, political and economic effects on Western Europe and the world.

World History

Unit 7: Industrial Revolution Activity
 Unit 7: Lesson 3 - Industrial Revolution
 Unit 7: Quiz 2

US History

Unit 2: Lesson 5 - Industrialization
 Unit 2: Lesson 9 - Rise of the Capitalist
 Unit 2: Quiz 2
 Unit 3: Lesson 1 - Politics and the Gilded Age
 Unit 3: Lesson 3 - Big Business and Government
 Unit 3: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:

PROFICIENCY LEVEL	9.	Imperial expansion had political, economic and social roots. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918)
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PROFICIENCY LEVEL	11.	The consequences of imperialism were viewed differently by the colonizers and the colonized. World History Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3 Unit 8: Lesson 1 - World War I (1914 - 1918) Unit 8: Lesson 8 - Nationalistic Movements and Independence
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DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	12.	Advances in technology, communication and transportation improved lives, but also had negative consequences. World History Unit 7: Industrial Revolution Activity Unit 7: Lesson 3 - Industrial Revolution Unit 7: Quiz 2 US History Unit 2: Lesson 5 - Activity - Child Labor Unit 2: Lesson 5 - Industrialization Unit 2: Lesson 7 - Age of Invention Unit 2: Lesson 10 - Activity - Advances in Communication Unit 2: Lesson 10 - Communications Unit 2: Quiz 2 Unit 3: Lesson 2 - Post-Reconstruction Domestic Issues Unit 3: Lesson 3 - Big Business and Government Unit 3: Quiz 1 Unit 3: Quiz 2 Unit 4: Lesson 1 - Advances in the Twentieth Century Unit 4: Quiz 1
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PROFICIENCY LEVEL	13.	<p>The causes of World War I included militarism, imperialism, nationalism and alliances.</p> <p><u>World History</u> Unit 7: Lesson 1 - Reaction and Revolution Unit 7: Lesson 2 - Triumph of Democratic Nationalism Unit 7: Quiz 1 Unit 8: Lesson 1 - World War I (1914 - 1918) Unit 8: Lesson 2 - World War I, Continued Unit 8: Lesson 4 - End of World War I Unit 8: Quiz 1</p> <p><u>US History</u> Unit 4: Lesson 5 - War in Europe Unit 4: Lesson 6 - The War Hits Home Unit 4: Lesson 7 - The United States Mobilizes for War Unit 4: Lesson 8 - Activity - "In Flanders Fields" Unit 4: Lesson 8 - The United States Enters and Ends the War Unit 4: Lesson 9 - Treaty of Versailles Unit 4: Quiz 2 Unit 4: Quiz 3</p>
PROFICIENCY LEVEL	14.	<p>The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p> <p><u>World History</u> Unit 7: Quiz 3 Unit 8: Lesson 3 - Communist Revolution in Russia Unit 8: Lesson 4 - End of World War I Unit 8: Lesson 5 - The Great Depression Unit 8: Lesson 6 - Rise of Dictatorial Regimes Unit 8: Lesson 7 - Rise of Nazi Germany Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 8: Quiz 1 Unit 8: Quiz 2 Unit 9: Lesson 1 - Path to World War II Unit 9: Lesson 2 - The Axis Advance Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 1</p> <p><u>US History</u> Unit 5: Lesson 6 - The Great Depression Unit 6: Lesson 2 - Background to World War II Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 1 Unit 6: Quiz 2 Unit 6: Quiz 3</p>
PROFICIENCY LEVEL	15.	<p>Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</p> <p><u>World History</u> Unit 9: Lesson 3 - The Allied Advance Unit 9: Quiz 1</p> <p><u>US History</u> Unit 6: Lesson 4 - Activity - Propaganda Posters Unit 6: Lesson 5 - The Holocaust Unit 6: Quiz 2 Unit 7: Lesson 3 - The Nuremberg Trials Unit 7: Quiz 1</p>

PROFICIENCY LEVEL 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

World History

- Unit 9: Lesson 2 - The Axis Advance
- Unit 9: Lesson 3 - The Allied Advance
- Unit 9: Lesson 4 - Beginning of the Cold War
- Unit 9: Lesson 5 - Communism and Cold War Conflicts
- Unit 9: Lesson 6 - USSR and Eastern Europe
- Unit 9: Quiz 1
- Unit 9: Quiz 2
- Unit 9: USSR And Eastern Europe Activity
- Unit 10: Activity: East/West Germany
- Unit 10: Lesson 1 - The End of the Cold War
- Unit 10: Lesson 2 - The Collapse of Communism

US History

- Unit 4: Lesson 8 - Activity - "In Flanders Fields"
- Unit 6: Lesson 3 - The War Begins
- Unit 6: Lesson 4 - Activity - Propaganda Posters
- Unit 6: Lesson 4 - The United States Enters the War
- Unit 6: Lesson 5 - The Holocaust
- Unit 6: Lesson 6 - The War Expands
- Unit 6: Lesson 7 - Activity - Operation Overlord
- Unit 6: Lesson 7 - Winning the War in Europe
- Unit 6: Lesson 8 - Winning the War in the Pacific
- Unit 6: Lesson 9 - Ending the War
- Unit 6: Quiz 1
- Unit 6: Quiz 2
- Unit 6: Quiz 3
- Unit 7: Lesson 1 - Events That Shaped our World
- Unit 7: Lesson 5 - Truman Administration
- Unit 7: Lesson 6 - Korean War
- Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
- Unit 7: Lesson 7 - The Cold War
- Unit 7: Lesson 8 - Progress in Civil Rights
- Unit 7: Lesson 9 - Activity - Hollywood After World War II
- Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
- Unit 7: Quiz 1
- Unit 7: Quiz 2
- Unit 7: Quiz 3
- Unit 8: Lesson 1 - Eisenhower Administration
- Unit 8: Lesson 3 - Space Race
- Unit 8: Lesson 5 - Kennedy Administration
- Unit 8: Lesson 6 - Johnson Administration
- Unit 8: Quiz 1
- Unit 8: Quiz 2
- Unit 9: Lesson 1 - Activity - The Science and Technology of War
- Unit 9: Lesson 1 - The Vietnam War
- Unit 9: Lesson 2 - Nixon Administration
- Unit 9: Lesson 3 - The Rise of the Counterculture
- Unit 9: Quiz 1

US Government

- Unit 5: Lesson 8 - Foreign Policy
- Unit 5: Quiz 3

DOMAIN / ACADEMIC CONTENT STANDARD	Modern World History
STANDARD / BENCHMARK	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

BENCHMARK / GRADE LEVEL INDICATOR	Content Statements:	
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PROFICIENCY LEVEL 17. The United States and the Soviet Union became superpowers and competed for global influence.

World History

Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Lesson 5 - Communism and Cold War Conflicts
 Unit 9: Lesson 6 - USSR and Eastern Europe
 Unit 9: Quiz 2
 Unit 9: USSR And Eastern Europe Activity
 Unit 10: Activity: East/West Germany
 Unit 10: Lesson 1 - The End of the Cold War
 Unit 10: Lesson 2 - The Collapse of Communism
 Unit 10: Lesson 4 - Developments in Latin America
 Unit 10: Quiz 1

US History

Unit 7: Lesson 6 - Korean War
 Unit 7: Lesson 7 - Activity - Stocking an Air Raid Shelter
 Unit 7: Lesson 7 - The Cold War
 Unit 7: Lesson 8 - Progress in Civil Rights
 Unit 7: Lesson 9 - Activity - Hollywood After World War II
 Unit 7: Lesson 9 - Prosperity and Popularity in the 1950s
 Unit 7: Quiz 3
 Unit 8: Lesson 1 - Eisenhower Administration
 Unit 8: Lesson 3 - Space Race
 Unit 8: Lesson 5 - Kennedy Administration
 Unit 8: Lesson 6 - Johnson Administration
 Unit 8: Quiz 1
 Unit 8: Quiz 2
 Unit 9: Lesson 1 - Activity - The Science and Technology of War
 Unit 9: Lesson 1 - The Vietnam War
 Unit 9: Lesson 2 - Nixon Administration
 Unit 9: Lesson 3 - The Rise of the Counterculture
 Unit 9: Quiz 1

PROFICIENCY LEVEL 18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

US History

Unit 6: Lesson 8 - Winning the War in the Pacific
 Unit 7: Lesson 1 - Events That Shaped our World
 Unit 7: Lesson 2 - The Founding of the United Nations
 Unit 7: Lesson 5 - Truman Administration
 Unit 7: Lesson 7 - The Cold War
 Unit 7: Quiz 1
 Unit 7: Quiz 2

World History

Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Quiz 2
 Unit 10: Lesson 6 - Developments in the Middle East

US Government

Unit 5: Lesson 8 - Foreign Policy
 Unit 5: Quiz 3

PROFICIENCY LEVEL	19.	<p>Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	20.	<p>Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p><u>US History</u> Unit 9: Lesson 1 - The Vietnam War</p> <p><u>World History</u> Unit 7: Lesson 6 - New Imperialism, Expansion, and Independence Unit 7: Quiz 3</p>
PROFICIENCY LEVEL	21.	<p>Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p><u>US History</u> Unit 9: Lesson 4 - The Feminist Movement Unit 9: Quiz 2</p> <p><u>US Government</u> Unit 2: Lesson 10 - Equal Justice Under the Law Unit 2: Quiz 3</p> <p><u>World History</u> Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Quiz 2</p>

DOMAIN / ACADEMIC CONTENT STANDARD		Modern World History
STANDARD / BENCHMARK		TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	22.	<p>The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p><u>World History</u> Unit 10: Lesson 1 - The End of the Cold War Unit 10: Lesson 2 - The Collapse of Communism Unit 10: Quiz 1</p> <p><u>US History</u> Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	23.	<p>Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East Unit 10: Twentieth Century Activity</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1 Unit 10: Lesson 2 - Ronald Reagan Unit 10: Lesson 3 - George H. W. Bush Unit 10: Lesson 4 - William Clinton Unit 10: Lesson 5 - George W. Bush Unit 10: Lesson 6 - Barack Obama Unit 10: Quiz 1 Unit 10: Quiz 2</p>
PROFICIENCY LEVEL	24.	<p>Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p><u>World History</u> Unit 8: Lesson 8 - Nationalistic Movements and Independence Unit 10: Lesson 5 - Africa: From 1945 to the Present Unit 10: Lesson 6 - Developments in the Middle East</p> <p><u>US History</u> Unit 9: Lesson 2 - Nixon Administration Unit 9: Quiz 1</p>
PROFICIENCY LEVEL	25.	<p>Emerging economic powers and improvements in technology have created a more interdependent global economy.</p> <p><u>US History</u> Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p>
PROFICIENCY LEVEL	26.	<p>Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	27.	<p>The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p> <p>No Correlations</p>
PROFICIENCY LEVEL	28.	<p>Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush</p>

DOMAIN / ACADEMIC CONTENT STANDARD	Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
PROFICIENCY LEVEL	1.	Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions. No Correlations
PROFICIENCY LEVEL	2.	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances. No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
PROFICIENCY LEVEL	3.	People cannot have all the goods and services they want and, as a result, must choose some things and give up others. No Correlations
PROFICIENCY LEVEL	4.	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources. <u>US Government</u> Unit 5: Lesson 4 - Comparing Economics Systems Unit 5: Quiz 2
PROFICIENCY LEVEL	5.	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions. No Correlations
PROFICIENCY LEVEL	6.	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them. No Correlations
DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.

BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
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PROFICIENCY LEVEL 7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

No Correlations

PROFICIENCY LEVEL 8. Economic policy decisions made by governments result in both intended and unintended consequences.

US Government

Unit 3: Lesson 7 - The Resources of the Presidency

Unit 3: Quiz 2

Unit 5: Lesson 5 - Federal Monetary and Fiscal Policies

Unit 5: Lesson 6 - The Budget Process

Unit 5: Quiz 2

US History

Unit 4: Lesson 4 - Activity - The Fed

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.
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BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
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PROFICIENCY LEVEL 9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.

No Correlations

PROFICIENCY LEVEL 10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

US History

Unit 10: Lesson 7 - Globalism vs. Nationalism

Unit 10: Quiz 1

US Government

Unit 5: Lesson 9 - America's Challenges

Unit 5: Quiz 3

World History

Unit 10: Lesson 3 - Developments in Europe to the Present

Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
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STANDARD / BENCHMARK		TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.
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BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:
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PROFICIENCY LEVEL	11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions. No Correlations
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PROFICIENCY LEVEL	12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	13.	Financial decision-making involves considering alternatives by examining costs and benefits. No Correlations
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PROFICIENCY LEVEL	14.	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy. No Correlations
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PROFICIENCY LEVEL	15.	Different payment methods have advantages and disadvantages. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	16.	Saving and investing help to build wealth. No Correlations
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PROFICIENCY LEVEL	17.	Savings can serve as a buffer against economic hardship. No Correlations
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PROFICIENCY LEVEL	18.	Different costs and benefits are associated with saving and investing alternatives. No Correlations
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PROFICIENCY LEVEL	19.	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds. No Correlations
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DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.

No Correlations

PROFICIENCY LEVEL 21. Credit and debt can be managed to maintain credit worthiness.

No Correlations

PROFICIENCY LEVEL 22. Consumer protection laws provide financial safeguards.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Economics and Financial Literacy
STANDARD / BENCHMARK		TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 23. Property and liability insurance protect against risks associated with use of property.

No Correlations

PROFICIENCY LEVEL 24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.

No Correlations

PROFICIENCY LEVEL 25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.

No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	<p>Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.</p> <p><u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 3</p> <p><u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2 Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1</p>
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PROFICIENCY LEVEL	2.	<p>Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.</p> <p>No Correlations</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	<p>Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.</p> <p><u>US Government</u> Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Quiz 2 Unit 4: Lesson 1 - The Functions and Organization of Political Parties Unit 4: Lesson 7 - Voting</p>
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PROFICIENCY LEVEL	4.	<p>Individuals can assess how effective communicators address diverse audiences.</p> <p><u>US Government</u> Unit 3: Lesson 6 - The Process of the Presidency Unit 3: Quiz 2 Unit 4: Lesson 1 - The Functions and Organization of Political Parties Unit 4: Lesson 7 - Voting</p>
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PROFICIENCY LEVEL	5.	<p>Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.</p> <p><u>US Government</u> Unit 2: Project 2: The Constitutional Definition of Federalism Unit 4: Project 2: Polling Your Community</p>
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PROFICIENCY LEVEL	6.	<p>Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.</p> <p><u>US Government</u> Unit 4: Lesson 7 - Voting Unit 4: Lesson 8 - Personal Responsibilities, Civic Responsibilities, and Civic Duties Unit 4: Quiz 3</p>
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PROFICIENCY LEVEL	7.	<p>Individuals can participate through non-governmental organizations to help address humanitarian needs.</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	<p>Beliefs about civil and human rights vary among social and governmental systems.</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	9.	<p>Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	10.	<p>Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.</p> <p><u>World History</u> Unit 10: Lesson 5 - Africa: From 1945 to the Present</p> <p><u>US History</u> Unit 6: Lesson 5 - The Holocaust Unit 7: Lesson 3 - The Nuremberg Trials</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	<p>Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.</p> <p><u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush</p>
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PROFICIENCY LEVEL	12.	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives. <u>US History</u> Unit 9: Lesson 5 - Focus on the Environment
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PROFICIENCY LEVEL	13.	International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels. <u>US History</u> Unit 9: Lesson 5 - Focus on the Environment Unit 10: Lesson 5 - George W. Bush
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	14.	The development and use of technology influences economic, political, ethical and social issues. <u>World History</u> Unit 10: Lesson 8 - 21st-Century Trends <u>US History</u> Unit 10: Lesson 6 - Barack Obama <u>US Government</u> Unit 5: Lesson 9 - America's Challenges
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PROFICIENCY LEVEL	15.	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences. <u>World History</u> Unit 10: Lesson 8 - 21st-Century Trends <u>US History</u> Unit 10: Lesson 6 - Barack Obama <u>US Government</u> Unit 5: Lesson 9 - America's Challenges
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	16.	Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs. No Correlations
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PROFICIENCY LEVEL	17.	<p>Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.</p> <p><u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 3</p> <p><u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2</p>
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PROFICIENCY LEVEL	18.	<p>Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.</p> <p><u>US History</u> Unit 7: Lesson 1 - Events That Shaped our World Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 3</p> <p><u>World History</u> Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation Unit 9: Lesson 4 - Beginning of the Cold War Unit 9: Quiz 2</p>
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DOMAIN / ACADEMIC CONTENT STANDARD		Contemporary World Issues
STANDARD / BENCHMARK		TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	19.	<p>The global economy creates advantages and disadvantages for different segments of the world's population.</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	20.	<p>Trade agreements, multinational organizations, embargoes and protectionism impact markets.</p> <p><u>US History</u> Unit 10: Lesson 7 - Globalism vs. Nationalism</p> <p><u>US Government</u> Unit 5: Lesson 9 - America's Challenges Unit 5: Quiz 3</p>
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PROFICIENCY LEVEL	21.	<p>The distribution of wealth and economic power among countries changes over time.</p> <p>No Correlations</p>
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PROFICIENCY LEVEL	22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries. US History Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	1.	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes. US History Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence
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PROFICIENCY LEVEL	2.	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving. US History Unit 1: Lesson 1 - Activity: Jamestown Unit 3: Lesson 9 - Growth of World Influence
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DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	3.	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs). US History Unit 9: Lesson 5 - Focus on the Environment
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PROFICIENCY LEVEL	4.	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat). US History Unit 1: Lesson 1 - Exploration and Settlement
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PROFICIENCY LEVEL	5.	Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns). No Correlations
PROFICIENCY LEVEL	6.	There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense). World History Unit 7: Industrial Revolution Activity
PROFICIENCY LEVEL	7.	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development). World History Unit 7: Industrial Revolution Activity

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws). No Correlations
PROFICIENCY LEVEL	9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). No Correlations
PROFICIENCY LEVEL	10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries). US History Unit 7: Lesson 2 - The Founding of the United Nations Unit 10: Lesson 7 - Globalism vs. Nationalism

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation). No Correlations
PROFICIENCY LEVEL	12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state). No Correlations
PROFICIENCY LEVEL	13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). No Correlations
PROFICIENCY LEVEL	14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions). US History Unit 10: Lesson 7 - Globalism vs. Nationalism Unit 10: Quiz 1 US Government Unit 5: Lesson 9 - America's Challenges World History Unit 10: Lesson 3 - Developments in Europe to the Present Unit 10: Quiz 1

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
STANDARD / BENCHMARK		TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL	15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis). US History Unit 1: Lesson 1 - Exploration and Settlement
PROFICIENCY LEVEL	16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves). No Correlations

DOMAIN / ACADEMIC CONTENT STANDARD		World Geography
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STANDARD / BENCHMARK		TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
BENCHMARK / GRADE LEVEL INDICATOR		Content Statements:

PROFICIENCY LEVEL 17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).

World History

Unit 9: Activity: Beginning of the Cold War - Multimedia Presentation
 Unit 9: Lesson 4 - Beginning of the Cold War
 Unit 9: Quiz 2
 Unit 10: Lesson 6 - Developments in the Middle East
 Unit 10: Twentieth Century Activity

US History

Unit 7: Lesson 2 - The Founding of the United Nations
 Unit 10: Lesson 4 - William Clinton
 Unit 10: Lesson 7 - Globalism vs. Nationalism

US Government

Unit 5: Lesson 9 - America's Challenges
 Unit 5: Quiz 3

PROFICIENCY LEVEL 18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).

US History

Unit 10: Lesson 7 - Globalism vs. Nationalism

US Government

Unit 5: Lesson 9 - America's Challenges
 Unit 5: Quiz 3

PROFICIENCY LEVEL 19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).

US History

Unit 10: Lesson 7 - Globalism vs. Nationalism

Correlation Statistics Summary

State: Ohio Learning Standards								
Subject: Social Studies								
Grade: 9								
64% of the lowest level standards for this state/subject/grade were met by US Government, US History, World History.								
36% of the lowest level standards for this state/subject/grade were <i>not</i> met by US Government, US History, World History.								
	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	American History	94%	6	33	31	401		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	100%	0	3	3	168		
	Content Statements:	100%	0	3	3	168		

1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	100%	0	1	1	11		
2.	Historians develop theses and use evidence to support or refute positions.	100%	0	1	1	11		
3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.	100%	0	1	1	146		
	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	75%	25	4	3	8		
	Content Statements:	75%	25	4	3	8		
4.	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	100%	0	1	1	2		
5.	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	0%	100%	1	0	0		
6.	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	100%	0	1	1	2		
7.	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	100%	0	1	1	4		
	TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	100%	0	6	6	58		
	Content Statements:	100%	0	6	6	58		
8.	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	100%	0	1	1	10		
9.	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	100%	0	1	1	11		
10.	Immigration, internal migration and urbanization transformed American life.	100%	0	1	1	12		
11.	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.	100%	0	1	1	4		
12.	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	100%	0	1	1	5		
13.	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	100%	0	1	1	16		
	TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.	100%	0	2	2	31		
	Content Statements:	100%	0	2	2	31		
14.	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	100%	0	1	1	18		
15.	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	100%	0	1	1	13		

	TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	100%	0	4	4	35		
	Content Statements:	100%	0	4	4	35		
16.	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	100%	0	1	1	4		
17.	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	100%	0	1	1	14		
18.	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	100%	0	1	1	8		
19.	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	100%	0	1	1	9		
	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	100%	0	3	3	19		
	Content Statements:	100%	0	3	3	19		
20.	During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.	100%	0	1	1	5		
21.	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	100%	0	1	1	8		
22.	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	100%	0	1	1	6		
	TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	100%	0	4	4	43		
	Content Statements:	100%	0	4	4	43		
23.	The United States followed a policy of containment during the Cold War in response to the spread of communism.	100%	0	1	1	9		
24.	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	100%	0	1	1	2		
25.	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	100%	0	1	1	26		
26.	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	100%	0	1	1	6		
	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.	75%	25	4	3	25		
	Content Statements:	75%	25	4	3	25		
27.	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	100%	0	1	1	11		
28.	The postwar economic boom and advances in science and technology, produced changes in American life.	100%	0	1	1	4		

29.	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	0%	100%	1	0	0		
30.	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	100%	0	1	1	10		
	TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.	100%	0	3	3	14		
	Content Statements:	100%	0	3	3	14		
31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	100%	0	1	1	3		
32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	100%	0	1	1	8		
33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.	100%	0	1	1	3		
	American Government	71%	29	21	15	45		
	TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	100%	0	1	1	2		
2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	100%	0	1	1	2		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
3.	Issues can be analyzed through the critical use of credible sources.	0%	100%	1	0	0		
4.	The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.	0%	100%	1	0	0		
	TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	100%	0	7	7	26		
	Content Statements:	100%	0	7	7	26		
5.	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	100%	0	1	1	2		
6.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	100%	0	1	1	1		
7.	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	100%	0	1	1	11		
8.	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	100%	0	1	1	4		
9.	The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	100%	0	1	1	4		
10.	Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.	100%	0	1	1	2		
11.	Constitutional amendments have altered provisions for the structure and functions of the federal government.	100%	0	1	1	2		

	TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
12.	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	100%	0	1	1	1		
13.	The political process creates a dynamic interaction among the three branches of government in addressing current issues.	100%	0	1	1	3		
	TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	100%	0	2	2	7		
	Content Statements:	100%	0	2	2	7		
14.	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.	100%	0	1	1	3		
15.	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	100%	0	1	1	4		
	TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
16.	As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	0%	100%	1	0	0		
17.	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	0%	100%	1	0	0		
	TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
18.	A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.	0%	100%	1	0	0		
19.	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
20.	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	100%	0	1	1	2		
21.	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	100%	0	1	1	2		
	Modern World History	82%	18	28	23	212		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	0%	100%	1	0	0		
2.	Historians develop theses and use evidence to support or refute positions.	0%	100%	1	0	0		
3.	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.	0%	100%	1	0	0		

	TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.	100%	0	3	3	11		
	Content Statements:	100%	0	3	3	11		
4.	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	100%	0	1	1	6		
5.	Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	100%	0	1	1	2		
6.	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	100%	0	1	1	3		
	TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.	100%	0	2	2	12		
	Content Statements:	100%	0	2	2	12		
7.	The American and French Revolutions influenced Latin American revolutions for independence.	100%	0	1	1	3		
8.	Industrialization had social, political and economic effects on Western Europe and the world.	100%	0	1	1	9		
	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
9.	Imperial expansion had political, economic and social roots.	100%	0	1	1	3		
10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	100%	0	1	1	3		
11.	The consequences of imperialism were viewed differently by the colonizers and the colonized.	100%	0	1	1	4		
	TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.	100%	0	5	5	102		
	Content Statements:	100%	0	5	5	102		
12.	Advances in technology, communication and transportation improved lives, but also had negative consequences.	100%	0	1	1	15		
13.	The causes of World War I included militarism, imperialism, nationalism and alliances.	100%	0	1	1	15		
14.	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	100%	0	1	1	19		
15.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	100%	0	1	1	7		
16.	World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	100%	0	1	1	46		
	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	100%	0	5	5	49		
	Content Statements:	100%	0	5	5	49		
17.	The United States and the Soviet Union became superpowers and competed for global influence.	100%	0	1	1	28		
18.	Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	100%	0	1	1	10		
19.	Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	100%	0	1	1	4		
20.	Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	100%	0	1	1	3		
21.	Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	100%	0	1	1	4		

	TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	71%	29	7	5	28		
	Content Statements:	71%	29	7	5	28		
22.	The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	100%	0	1	1	6		
23.	Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	100%	0	1	1	13		
24.	Political and cultural groups have struggled to achieve self-governance and self-determination.	100%	0	1	1	5		
25.	Emerging economic powers and improvements in technology have created a more interdependent global economy.	100%	0	1	1	2		
26.	Proliferation of nuclear weapons has created a challenge to world peace.	0%	100%	1	0	0		
27.	The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	0%	100%	1	0	0		
28.	Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	100%	0	1	1	2		
	Economics and Financial Literacy	8%	92	25	2	5		
	TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
1.	Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	0%	100%	1	0	0		
2.	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	0%	100%	1	0	0		
	TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
3.	People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	0%	100%	1	0	0		
4.	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.	0%	100%	1	0	0		
5.	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	0%	100%	1	0	0		
6.	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	0%	100%	1	0	0		
8.	Economic policy decisions made by governments result in both intended and unintended consequences.	100%	0	1	1	1		
	TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.	50%	50	2	1	4		
	Content Statements:	50%	50	2	1	4		

9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	0%	100%	1	0	0		
10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	100%	0	1	1	4		
	TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	0%	100%	1	0	0		
12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.	0%	100%	1	0	0		
	TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
13.	Financial decision-making involves considering alternatives by examining costs and benefits.	0%	100%	1	0	0		
14.	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	0%	100%	1	0	0		
15.	Different payment methods have advantages and disadvantages.	0%	100%	1	0	0		
	TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
16.	Saving and investing help to build wealth.	0%	100%	1	0	0		
17.	Savings can serve as a buffer against economic hardship.	0%	100%	1	0	0		
18.	Different costs and benefits are associated with saving and investing alternatives.	0%	100%	1	0	0		
19.	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.	0%	100%	1	0	0		
	TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions.	0%	100%	1	0	0		
21.	Credit and debt can be managed to maintain credit worthiness.	0%	100%	1	0	0		
22.	Consumer protection laws provide financial safeguards.	0%	100%	1	0	0		
	TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
23.	Property and liability insurance protect against risks associated with use of property.	0%	100%	1	0	0		
24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	0%	100%	1	0	0		
25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	0%	100%	1	0	0		
	Contemporary World Issues	50%	50	22	11	36		
	TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.	50%	50	2	1	9		
	Content Statements:	50%	50	2	1	9		
1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	100%	0	1	1	9		
2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	0%	100%	1	0	0		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.	0%	100%	5	0	0		
	Content Statements:	0%	100%	5	0	0		

3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	0%	100%	1	0	0		
4.	Individuals can assess how effective communicators address diverse audiences.	0%	100%	1	0	0		
5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	0%	100%	1	0	0		
6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	0%	100%	1	0	0		
7.	Individuals can participate through non-governmental organizations to help address humanitarian needs.	0%	100%	1	0	0		
	TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.	33%	67	3	1	3		
	Content Statements:	33%	67	3	1	3		
8.	Beliefs about civil and human rights vary among social and governmental systems.	0%	100%	1	0	0		
9.	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	0%	100%	1	0	0		
10.	Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	100%	0	1	1	3		
	TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.	100%	0	3	3	5		
	Content Statements:	100%	0	3	3	5		
11.	Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	100%	0	1	1	2		
12.	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	100%	0	1	1	1		
13.	International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	100%	0	1	1	2		
	TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
14.	The development and use of technology influences economic, political, ethical and social issues.	100%	0	1	1	2		
15.	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	100%	0	1	1	2		
	TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.	67%	33	3	2	12		
	Content Statements:	67%	33	3	2	12		
16.	Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.	0%	100%	1	0	0		
17.	Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	100%	0	1	1	6		
18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	100%	0	1	1	6		
	TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.	50%	50	4	2	3		
	Content Statements:	50%	50	4	2	3		

19.	The global economy creates advantages and disadvantages for different segments of the world's population.	0%	100%	1	0	0		
20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets.	100%	0	1	1	1		
21.	The distribution of wealth and economic power among countries changes over time.	0%	100%	1	0	0		
22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	100%	0	1	1	2		
World Geography		63%	37	19	12	25		
TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.		100%	0	2	2	4		
Content Statements:		100%	0	2	2	4		
1.	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	100%	0	1	1	2		
2.	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	100%	0	1	1	2		
TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.		80%	20	5	4	4		
Content Statements:		80%	20	5	4	4		
3.	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	100%	0	1	1	1		
4.	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).	100%	0	1	1	1		
5.	Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).	0%	100%	1	0	0		
6.	There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).	100%	0	1	1	1		
7.	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	100%	0	1	1	1		
TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.		33%	67	3	1	2		
Content Statements:		33%	67	3	1	2		
8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	0%	100%	1	0	0		
9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	0%	100%	1	0	0		
10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).	100%	0	1	1	2		

	TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	25%	75	4	1	4		
	Content Statements:	25%	75	4	1	4		
11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	0%	100%	1	0	0		
12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	0%	100%	1	0	0		
13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	0%	100%	1	0	0		
14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	100%	0	1	1	4		
	TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	100%	0	1	1	1		
16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	0%	100%	1	0	0		
	TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	100%	0	1	1	8		
18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).	100%	0	1	1	1		
19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).	100%	0	1	1	1		

Grade: 10

64% of the lowest level standards for this state/subject/grade were met by **US Government, US History, World History.**

36% of the lowest level standards for this state/subject/grade were *not* met by **US Government, US History, World History.**

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	American History	94%	6	33	31	401		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	100%	0	3	3	168		
	Content Statements:	100%	0	3	3	168		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	100%	0	1	1	11		
2.	Historians develop theses and use evidence to support or refute positions.	100%	0	1	1	11		

3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.	100%	0	1	1	146		
	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	75%	25	4	3	8		
	Content Statements:	75%	25	4	3	8		
4.	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	100%	0	1	1	2		
5.	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	0%	100%	1	0	0		
6.	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	100%	0	1	1	2		
7.	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	100%	0	1	1	4		
	TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	100%	0	6	6	58		
	Content Statements:	100%	0	6	6	58		
8.	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	100%	0	1	1	10		
9.	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	100%	0	1	1	11		
10.	Immigration, internal migration and urbanization transformed American life.	100%	0	1	1	12		
11.	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.	100%	0	1	1	4		
12.	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	100%	0	1	1	5		
13.	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	100%	0	1	1	16		
	TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.	100%	0	2	2	31		
	Content Statements:	100%	0	2	2	31		
14.	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	100%	0	1	1	18		
15.	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	100%	0	1	1	13		
	TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	100%	0	4	4	35		
	Content Statements:	100%	0	4	4	35		

16.	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	100%	0	1	1	4		
17.	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	100%	0	1	1	14		
18.	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	100%	0	1	1	8		
19.	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	100%	0	1	1	9		
	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	100%	0	3	3	19		
	Content Statements:	100%	0	3	3	19		
20.	During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.	100%	0	1	1	5		
21.	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	100%	0	1	1	8		
22.	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	100%	0	1	1	6		
	TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	100%	0	4	4	43		
	Content Statements:	100%	0	4	4	43		
23.	The United States followed a policy of containment during the Cold War in response to the spread of communism.	100%	0	1	1	9		
24.	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	100%	0	1	1	2		
25.	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	100%	0	1	1	26		
26.	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	100%	0	1	1	6		
	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.	75%	25	4	3	25		
	Content Statements:	75%	25	4	3	25		
27.	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	100%	0	1	1	11		
28.	The postwar economic boom and advances in science and technology, produced changes in American life.	100%	0	1	1	4		
29.	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	0%	100%	1	0	0		
30.	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	100%	0	1	1	10		
	TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.	100%	0	3	3	14		

	Content Statements:	100%	0	3	3	14		
31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	100%	0	1	1	3		
32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	100%	0	1	1	8		
33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.	100%	0	1	1	3		
	American Government	71%	29	21	15	45		
	TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	100%	0	1	1	2		
2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	100%	0	1	1	2		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
3.	Issues can be analyzed through the critical use of credible sources.	0%	100%	1	0	0		
4.	The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.	0%	100%	1	0	0		
	TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	100%	0	7	7	26		
	Content Statements:	100%	0	7	7	26		
5.	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	100%	0	1	1	2		
6.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	100%	0	1	1	1		
7.	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	100%	0	1	1	11		
8.	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	100%	0	1	1	4		
9.	The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	100%	0	1	1	4		
10.	Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.	100%	0	1	1	2		
11.	Constitutional amendments have altered provisions for the structure and functions of the federal government.	100%	0	1	1	2		
	TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
12.	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	100%	0	1	1	1		
13.	The political process creates a dynamic interaction among the three branches of government in addressing current issues.	100%	0	1	1	3		
	TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	100%	0	2	2	7		
	Content Statements:	100%	0	2	2	7		

14.	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.	100%	0	1	1	3		
15.	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	100%	0	1	1	4		
	TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
16.	As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	0%	100%	1	0	0		
17.	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	0%	100%	1	0	0		
	TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
18.	A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.	0%	100%	1	0	0		
19.	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
20.	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	100%	0	1	1	2		
21.	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	100%	0	1	1	2		
	Modern World History	82%	18	28	23	212		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	0%	100%	1	0	0		
2.	Historians develop theses and use evidence to support or refute positions.	0%	100%	1	0	0		
3.	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.	0%	100%	1	0	0		
	TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.	100%	0	3	3	11		
	Content Statements:	100%	0	3	3	11		
4.	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	100%	0	1	1	6		
5.	Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	100%	0	1	1	2		
6.	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	100%	0	1	1	3		

	TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.	100%	0	2	2	12		
	Content Statements:	100%	0	2	2	12		
7.	The American and French Revolutions influenced Latin American revolutions for independence.	100%	0	1	1	3		
8.	Industrialization had social, political and economic effects on Western Europe and the world.	100%	0	1	1	9		
	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
9.	Imperial expansion had political, economic and social roots.	100%	0	1	1	3		
10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	100%	0	1	1	3		
11.	The consequences of imperialism were viewed differently by the colonizers and the colonized.	100%	0	1	1	4		
	TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.	100%	0	5	5	102		
	Content Statements:	100%	0	5	5	102		
12.	Advances in technology, communication and transportation improved lives, but also had negative consequences.	100%	0	1	1	15		
13.	The causes of World War I included militarism, imperialism, nationalism and alliances.	100%	0	1	1	15		
14.	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	100%	0	1	1	19		
15.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	100%	0	1	1	7		
16.	World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	100%	0	1	1	46		
	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	100%	0	5	5	49		
	Content Statements:	100%	0	5	5	49		
17.	The United States and the Soviet Union became superpowers and competed for global influence.	100%	0	1	1	28		
18.	Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	100%	0	1	1	10		
19.	Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	100%	0	1	1	4		
20.	Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	100%	0	1	1	3		
21.	Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	100%	0	1	1	4		
	TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	71%	29	7	5	28		
	Content Statements:	71%	29	7	5	28		
22.	The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	100%	0	1	1	6		
23.	Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	100%	0	1	1	13		
24.	Political and cultural groups have struggled to achieve self-governance and self-determination.	100%	0	1	1	5		

25.	Emerging economic powers and improvements in technology have created a more interdependent global economy.	100%	0	1	1	2		
26.	Proliferation of nuclear weapons has created a challenge to world peace.	0%	100%	1	0	0		
27.	The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	0%	100%	1	0	0		
28.	Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	100%	0	1	1	2		
	Economics and Financial Literacy	8%	92	25	2	5		
	TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
1.	Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	0%	100%	1	0	0		
2.	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	0%	100%	1	0	0		
	TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
3.	People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	0%	100%	1	0	0		
4.	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.	0%	100%	1	0	0		
5.	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	0%	100%	1	0	0		
6.	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	0%	100%	1	0	0		
8.	Economic policy decisions made by governments result in both intended and unintended consequences.	100%	0	1	1	1		
	TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.	50%	50	2	1	4		
	Content Statements:	50%	50	2	1	4		
9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	0%	100%	1	0	0		
10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	100%	0	1	1	4		
	TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	0%	100%	1	0	0		
12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.	0%	100%	1	0	0		

	TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
13.	Financial decision-making involves considering alternatives by examining costs and benefits.	0%	100%	1	0	0		
14.	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	0%	100%	1	0	0		
15.	Different payment methods have advantages and disadvantages.	0%	100%	1	0	0		
	TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
16.	Saving and investing help to build wealth.	0%	100%	1	0	0		
17.	Savings can serve as a buffer against economic hardship.	0%	100%	1	0	0		
18.	Different costs and benefits are associated with saving and investing alternatives.	0%	100%	1	0	0		
19.	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.	0%	100%	1	0	0		
	TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions.	0%	100%	1	0	0		
21.	Credit and debt can be managed to maintain credit worthiness.	0%	100%	1	0	0		
22.	Consumer protection laws provide financial safeguards.	0%	100%	1	0	0		
	TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
23.	Property and liability insurance protect against risks associated with use of property.	0%	100%	1	0	0		
24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	0%	100%	1	0	0		
25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	0%	100%	1	0	0		
	Contemporary World Issues	50%	50	22	11	36		
	TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.	50%	50	2	1	9		
	Content Statements:	50%	50	2	1	9		
1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	100%	0	1	1	9		
2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	0%	100%	1	0	0		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.	0%	100%	5	0	0		
	Content Statements:	0%	100%	5	0	0		
3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	0%	100%	1	0	0		
4.	Individuals can assess how effective communicators address diverse audiences.	0%	100%	1	0	0		
5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	0%	100%	1	0	0		
6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	0%	100%	1	0	0		
7.	Individuals can participate through non-governmental organizations to help address humanitarian needs.	0%	100%	1	0	0		

	TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.	33%	67	3	1	3		
	Content Statements:	33%	67	3	1	3		
8.	Beliefs about civil and human rights vary among social and governmental systems.	0%	100%	1	0	0		
9.	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	0%	100%	1	0	0		
10.	Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	100%	0	1	1	3		
	TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.	100%	0	3	3	5		
	Content Statements:	100%	0	3	3	5		
11.	Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	100%	0	1	1	2		
12.	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	100%	0	1	1	1		
13.	International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	100%	0	1	1	2		
	TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
14.	The development and use of technology influences economic, political, ethical and social issues.	100%	0	1	1	2		
15.	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	100%	0	1	1	2		
	TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.	67%	33	3	2	12		
	Content Statements:	67%	33	3	2	12		
16.	Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.	0%	100%	1	0	0		
17.	Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	100%	0	1	1	6		
18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	100%	0	1	1	6		
	TOPIC: THE GLOBAL ECONOMY – The global economy is an international market place fueled by competition, trade and integration.	50%	50	4	2	3		
	Content Statements:	50%	50	4	2	3		
19.	The global economy creates advantages and disadvantages for different segments of the world's population.	0%	100%	1	0	0		
20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets.	100%	0	1	1	1		
21.	The distribution of wealth and economic power among countries changes over time.	0%	100%	1	0	0		
22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	100%	0	1	1	2		
	World Geography	63%	37	19	12	25		
	TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.	100%	0	2	2	4		

	Content Statements:	100%	0	2	2	4		
1.	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	100%	0	1	1	2		
2.	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	100%	0	1	1	2		
	TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.	80%	20	5	4	4		
	Content Statements:	80%	20	5	4	4		
3.	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	100%	0	1	1	1		
4.	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).	100%	0	1	1	1		
5.	Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).	0%	100%	1	0	0		
6.	There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).	100%	0	1	1	1		
7.	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	100%	0	1	1	1		
	TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.	33%	67	3	1	2		
	Content Statements:	33%	67	3	1	2		
8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	0%	100%	1	0	0		
9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	0%	100%	1	0	0		
10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).	100%	0	1	1	2		
	TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	25%	75	4	1	4		
	Content Statements:	25%	75	4	1	4		
11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	0%	100%	1	0	0		
12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	0%	100%	1	0	0		
13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	0%	100%	1	0	0		

14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	100%	0	1	1	4		
	TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	100%	0	1	1	1		
16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	0%	100%	1	0	0		
	TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	100%	0	1	1	8		
18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).	100%	0	1	1	1		
19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).	100%	0	1	1	1		

Grade: **11**

64% of the lowest level standards for this state/subject/grade were met by **US Government, US History, World History**.

36% of the lowest level standards for this state/subject/grade were *not* met by **US Government, US History, World History**.

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	American History	94%	6	33	31	401		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	100%	0	3	3	168		
	Content Statements:	100%	0	3	3	168		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	100%	0	1	1	11		
2.	Historians develop theses and use evidence to support or refute positions.	100%	0	1	1	11		
3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.	100%	0	1	1	146		
	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	75%	25	4	3	8		
	Content Statements:	75%	25	4	3	8		
4.	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	100%	0	1	1	2		
5.	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	0%	100%	1	0	0		

6.	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	100%	0	1	1	2		
7.	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	100%	0	1	1	4		
	TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	100%	0	6	6	58		
	Content Statements:	100%	0	6	6	58		
8.	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	100%	0	1	1	10		
9.	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	100%	0	1	1	11		
10.	Immigration, internal migration and urbanization transformed American life.	100%	0	1	1	12		
11.	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.	100%	0	1	1	4		
12.	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	100%	0	1	1	5		
13.	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	100%	0	1	1	16		
	TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.	100%	0	2	2	31		
	Content Statements:	100%	0	2	2	31		
14.	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	100%	0	1	1	18		
15.	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	100%	0	1	1	13		
	TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	100%	0	4	4	35		
	Content Statements:	100%	0	4	4	35		
16.	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	100%	0	1	1	4		
17.	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	100%	0	1	1	14		
18.	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	100%	0	1	1	8		
19.	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	100%	0	1	1	9		

	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	100%	0	3	3	19		
	Content Statements:	100%	0	3	3	19		
20.	During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.	100%	0	1	1	5		
21.	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	100%	0	1	1	8		
22.	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	100%	0	1	1	6		
	TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	100%	0	4	4	43		
	Content Statements:	100%	0	4	4	43		
23.	The United States followed a policy of containment during the Cold War in response to the spread of communism.	100%	0	1	1	9		
24.	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	100%	0	1	1	2		
25.	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	100%	0	1	1	26		
26.	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	100%	0	1	1	6		
	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.	75%	25	4	3	25		
	Content Statements:	75%	25	4	3	25		
27.	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	100%	0	1	1	11		
28.	The postwar economic boom and advances in science and technology, produced changes in American life.	100%	0	1	1	4		
29.	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	0%	100%	1	0	0		
30.	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	100%	0	1	1	10		
	TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.	100%	0	3	3	14		
	Content Statements:	100%	0	3	3	14		
31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	100%	0	1	1	3		
32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	100%	0	1	1	8		
33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.	100%	0	1	1	3		
	American Government	71%	29	21	15	45		

	TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	100%	0	1	1	2		
2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	100%	0	1	1	2		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
3.	Issues can be analyzed through the critical use of credible sources.	0%	100%	1	0	0		
4.	The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.	0%	100%	1	0	0		
	TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	100%	0	7	7	26		
	Content Statements:	100%	0	7	7	26		
5.	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	100%	0	1	1	2		
6.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	100%	0	1	1	1		
7.	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	100%	0	1	1	11		
8.	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	100%	0	1	1	4		
9.	The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	100%	0	1	1	4		
10.	Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.	100%	0	1	1	2		
11.	Constitutional amendments have altered provisions for the structure and functions of the federal government.	100%	0	1	1	2		
	TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
12.	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	100%	0	1	1	1		
13.	The political process creates a dynamic interaction among the three branches of government in addressing current issues.	100%	0	1	1	3		
	TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	100%	0	2	2	7		
	Content Statements:	100%	0	2	2	7		
14.	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.	100%	0	1	1	3		
15.	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	100%	0	1	1	4		
	TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.	0%	100%	2	0	0		

	Content Statements:	0%	100%	2	0	0		
16.	As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	0%	100%	1	0	0		
17.	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	0%	100%	1	0	0		
	TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
18.	A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.	0%	100%	1	0	0		
19.	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
20.	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	100%	0	1	1	2		
21.	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	100%	0	1	1	2		
	Modern World History	82%	18	28	23	212		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	0%	100%	1	0	0		
2.	Historians develop theses and use evidence to support or refute positions.	0%	100%	1	0	0		
3.	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.	0%	100%	1	0	0		
	TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.	100%	0	3	3	11		
	Content Statements:	100%	0	3	3	11		
4.	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	100%	0	1	1	6		
5.	Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	100%	0	1	1	2		
6.	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	100%	0	1	1	3		
	TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.	100%	0	2	2	12		
	Content Statements:	100%	0	2	2	12		
7.	The American and French Revolutions influenced Latin American revolutions for independence.	100%	0	1	1	3		
8.	Industrialization had social, political and economic effects on Western Europe and the world.	100%	0	1	1	9		
	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		

9.	Imperial expansion had political, economic and social roots.	100%	0	1	1	3		
10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	100%	0	1	1	3		
11.	The consequences of imperialism were viewed differently by the colonizers and the colonized.	100%	0	1	1	4		
	TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.	100%	0	5	5	102		
	Content Statements:	100%	0	5	5	102		
12.	Advances in technology, communication and transportation improved lives, but also had negative consequences.	100%	0	1	1	15		
13.	The causes of World War I included militarism, imperialism, nationalism and alliances.	100%	0	1	1	15		
14.	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	100%	0	1	1	19		
15.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	100%	0	1	1	7		
16.	World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	100%	0	1	1	46		
	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	100%	0	5	5	49		
	Content Statements:	100%	0	5	5	49		
17.	The United States and the Soviet Union became superpowers and competed for global influence.	100%	0	1	1	28		
18.	Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	100%	0	1	1	10		
19.	Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	100%	0	1	1	4		
20.	Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	100%	0	1	1	3		
21.	Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	100%	0	1	1	4		
	TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	71%	29	7	5	28		
	Content Statements:	71%	29	7	5	28		
22.	The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	100%	0	1	1	6		
23.	Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	100%	0	1	1	13		
24.	Political and cultural groups have struggled to achieve self-governance and self-determination.	100%	0	1	1	5		
25.	Emerging economic powers and improvements in technology have created a more interdependent global economy.	100%	0	1	1	2		
26.	Proliferation of nuclear weapons has created a challenge to world peace.	0%	100%	1	0	0		
27.	The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	0%	100%	1	0	0		
28.	Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	100%	0	1	1	2		
	Economics and Financial Literacy	8%	92	25	2	5		

	TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
1.	Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	0%	100%	1	0	0		
2.	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	0%	100%	1	0	0		
	TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
3.	People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	0%	100%	1	0	0		
4.	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.	0%	100%	1	0	0		
5.	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	0%	100%	1	0	0		
6.	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	0%	100%	1	0	0		
8.	Economic policy decisions made by governments result in both intended and unintended consequences.	100%	0	1	1	1		
	TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.	50%	50	2	1	4		
	Content Statements:	50%	50	2	1	4		
9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	0%	100%	1	0	0		
10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	100%	0	1	1	4		
	TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	0%	100%	1	0	0		
12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.	0%	100%	1	0	0		
	TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
13.	Financial decision-making involves considering alternatives by examining costs and benefits.	0%	100%	1	0	0		
14.	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	0%	100%	1	0	0		
15.	Different payment methods have advantages and disadvantages.	0%	100%	1	0	0		

	TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
16.	Saving and investing help to build wealth.	0%	100%	1	0	0		
17.	Savings can serve as a buffer against economic hardship.	0%	100%	1	0	0		
18.	Different costs and benefits are associated with saving and investing alternatives.	0%	100%	1	0	0		
19.	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.	0%	100%	1	0	0		
	TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions.	0%	100%	1	0	0		
21.	Credit and debt can be managed to maintain credit worthiness.	0%	100%	1	0	0		
22.	Consumer protection laws provide financial safeguards.	0%	100%	1	0	0		
	TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
23.	Property and liability insurance protect against risks associated with use of property.	0%	100%	1	0	0		
24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	0%	100%	1	0	0		
25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	0%	100%	1	0	0		
	Contemporary World Issues	50%	50	22	11	36		
	TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.	50%	50	2	1	9		
	Content Statements:	50%	50	2	1	9		
1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	100%	0	1	1	9		
2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	0%	100%	1	0	0		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.	0%	100%	5	0	0		
	Content Statements:	0%	100%	5	0	0		
3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	0%	100%	1	0	0		
4.	Individuals can assess how effective communicators address diverse audiences.	0%	100%	1	0	0		
5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	0%	100%	1	0	0		
6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	0%	100%	1	0	0		
7.	Individuals can participate through non-governmental organizations to help address humanitarian needs.	0%	100%	1	0	0		
	TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.	33%	67	3	1	3		
	Content Statements:	33%	67	3	1	3		
8.	Beliefs about civil and human rights vary among social and governmental systems.	0%	100%	1	0	0		
9.	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	0%	100%	1	0	0		
10.	Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	100%	0	1	1	3		

	TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.	100%	0	3	3	5		
	Content Statements:	100%	0	3	3	5		
11.	Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	100%	0	1	1	2		
12.	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	100%	0	1	1	1		
13.	International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	100%	0	1	1	2		
	TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
14.	The development and use of technology influences economic, political, ethical and social issues.	100%	0	1	1	2		
15.	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	100%	0	1	1	2		
	TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.	67%	33	3	2	12		
	Content Statements:	67%	33	3	2	12		
16.	Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.	0%	100%	1	0	0		
17.	Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	100%	0	1	1	6		
18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	100%	0	1	1	6		
	TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.	50%	50	4	2	3		
	Content Statements:	50%	50	4	2	3		
19.	The global economy creates advantages and disadvantages for different segments of the world's population.	0%	100%	1	0	0		
20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets.	100%	0	1	1	1		
21.	The distribution of wealth and economic power among countries changes over time.	0%	100%	1	0	0		
22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	100%	0	1	1	2		
	World Geography	63%	37	19	12	25		
	TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
1.	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	100%	0	1	1	2		
2.	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	100%	0	1	1	2		
	TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.	80%	20	5	4	4		

	Content Statements:	80%	20	5	4	4		
3.	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	100%	0	1	1	1		
4.	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).	100%	0	1	1	1		
5.	Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).	0%	100%	1	0	0		
6.	There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).	100%	0	1	1	1		
7.	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	100%	0	1	1	1		
	TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .	33%	67	3	1	2		
	Content Statements:	33%	67	3	1	2		
8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	0%	100%	1	0	0		
9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	0%	100%	1	0	0		
10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).	100%	0	1	1	2		
	TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	25%	75	4	1	4		
	Content Statements:	25%	75	4	1	4		
11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	0%	100%	1	0	0		
12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	0%	100%	1	0	0		
13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	0%	100%	1	0	0		
14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	100%	0	1	1	4		
	TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	100%	0	1	1	1		

16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	0%	100%	1	0	0		
	TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	100%	0	1	1	8		
18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).	100%	0	1	1	1		
19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).	100%	0	1	1	1		

Grade: 12

72% of the lowest level standards for this state/subject/grade were met by US Government, US History, World History.

28% of the lowest level standards for this state/subject/grade were *not* met by US Government, US History, World History.

	Standard Text	Percent Correlation	Percent Uncorrelation	Total	Correlated	Correlated Items	Shows	Hides
	American History	100%	0	33	33	510		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	100%	0	3	3	176		
	Content Statements:	100%	0	3	3	176		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	100%	0	1	1	11		
2.	Historians develop theses and use evidence to support or refute positions.	100%	0	1	1	11		
3.	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long-and short-term causal relations.	100%	0	1	1	154		
	TOPIC: FOUNDING DOCUMENTS – Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	100%	0	4	4	102		
	Content Statements:	100%	0	4	4	102		
4.	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	100%	0	1	1	10		
5.	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	100%	0	1	1	2		
6.	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	100%	0	1	1	77		
7.	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	100%	0	1	1	13		
	TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920) – Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	100%	0	6	6	61		

	Content Statements:	100%	0	6	6	61		
8.	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	100%	0	1	1	10		
9.	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	100%	0	1	1	11		
10.	Immigration, internal migration and urbanization transformed American life.	100%	0	1	1	12		
11.	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.	100%	0	1	1	4		
12.	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	100%	0	1	1	7		
13.	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	100%	0	1	1	17		
	TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POSTWORLD WAR I (1898-1930) – The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.	100%	0	2	2	31		
	Content Statements:	100%	0	2	2	31		
14.	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	100%	0	1	1	18		
15.	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	100%	0	1	1	13		
	TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941) – The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	100%	0	4	4	35		
	Content Statements:	100%	0	4	4	35		
16.	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	100%	0	1	1	4		
17.	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	100%	0	1	1	14		
18.	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	100%	0	1	1	8		
19.	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	100%	0	1	1	9		
	TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945) – The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	100%	0	3	3	19		
	Content Statements:	100%	0	3	3	19		
20.	During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.	100%	0	1	1	5		
21.	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	100%	0	1	1	8		
22.	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	100%	0	1	1	6		

	TOPIC: THE COLD WAR (1945-1991) – The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	100%	0	4	4	43		
	Content Statements:	100%	0	4	4	43		
23.	The United States followed a policy of containment during the Cold War in response to the spread of communism.	100%	0	1	1	9		
24.	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	100%	0	1	1	2		
25.	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	100%	0	1	1	26		
26.	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	100%	0	1	1	6		
	TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994) – A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.	100%	0	4	4	28		
	Content Statements:	100%	0	4	4	28		
27.	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	100%	0	1	1	13		
28.	The postwar economic boom and advances in science and technology, produced changes in American life.	100%	0	1	1	4		
29.	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	100%	0	1	1	1		
30.	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	100%	0	1	1	10		
	TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT) – The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.	100%	0	3	3	15		
	Content Statements:	100%	0	3	3	15		
31.	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	100%	0	1	1	4		
32.	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	100%	0	1	1	8		
33.	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.	100%	0	1	1	3		
	American Government	90%	10	21	19	197		
	TOPIC: CIVIC INVOLVEMENT – Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	100%	0	2	2	27		
	Content Statements:	100%	0	2	2	27		
1.	Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	100%	0	1	1	11		
2.	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	100%	0	1	1	16		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.	50%	50	2	1	2		
	Content Statements:	50%	50	2	1	2		
3.	Issues can be analyzed through the critical use of credible sources.	100%	0	1	1	2		
4.	The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.	0%	100%	1	0	0		

	TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION – Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	100%	0	7	7	103		
	Content Statements:	100%	0	7	7	103		
5.	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	100%	0	1	1	50		
6.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	100%	0	1	1	5		
7.	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	100%	0	1	1	23		
8.	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	100%	0	1	1	11		
9.	The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	100%	0	1	1	7		
10.	Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.	100%	0	1	1	4		
11.	Constitutional amendments have altered provisions for the structure and functions of the federal government.	100%	0	1	1	3		
	TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT – Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.	100%	0	2	2	30		
	Content Statements:	100%	0	2	2	30		
12.	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	100%	0	1	1	16		
13.	The political process creates a dynamic interaction among the three branches of government in addressing current issues.	100%	0	1	1	14		
	TOPIC: ROLE OF THE PEOPLE – The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	100%	0	2	2	17		
	Content Statements:	100%	0	2	2	17		
14.	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.	100%	0	1	1	10		
15.	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	100%	0	1	1	7		
	TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS – The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.	50%	50	2	1	2		
	Content Statements:	50%	50	2	1	2		
16.	As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	100%	0	1	1	2		
17.	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	0%	100%	1	0	0		
	TOPIC: PUBLIC POLICY – Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.	100%	0	2	2	6		
	Content Statements:	100%	0	2	2	6		
18.	A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.	100%	0	1	1	2		
19.	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	100%	0	1	1	4		

	TOPIC: GOVERNMENT AND THE ECONOMY – The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	100%	0	2	2	10		
	Content Statements:	100%	0	2	2	10		
20.	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	100%	0	1	1	7		
21.	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	100%	0	1	1	3		
	Modern World History	82%	18	28	23	223		
	TOPIC: HISTORICAL THINKING AND SKILLS – Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
1.	The use of primary and secondary sources of information includes an examination of the credibility of each source.	0%	100%	1	0	0		
2.	Historians develop theses and use evidence to support or refute positions.	0%	100%	1	0	0		
3.	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.	0%	100%	1	0	0		
	TOPIC: AGE OF ENLIGHTENMENT (1600-1800) – The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.	100%	0	3	3	16		
	Content Statements:	100%	0	3	3	16		
4.	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	100%	0	1	1	6		
5.	Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	100%	0	1	1	2		
6.	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	100%	0	1	1	8		
	TOPIC: AGE OF REVOLUTIONS (1750-1914) – The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.	100%	0	2	2	12		
	Content Statements:	100%	0	2	2	12		
7.	The American and French Revolutions influenced Latin American revolutions for independence.	100%	0	1	1	3		
8.	Industrialization had social, political and economic effects on Western Europe and the world.	100%	0	1	1	9		
	TOPIC: IMPERIALISM (1800-1914) – The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.	100%	0	3	3	10		
	Content Statements:	100%	0	3	3	10		
9.	Imperial expansion had political, economic and social roots.	100%	0	1	1	3		
10.	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	100%	0	1	1	3		
11.	The consequences of imperialism were viewed differently by the colonizers and the colonized.	100%	0	1	1	4		
	TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) – The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.	100%	0	5	5	104		
	Content Statements:	100%	0	5	5	104		
12.	Advances in technology, communication and transportation improved lives, but also had negative consequences.	100%	0	1	1	15		
13.	The causes of World War I included militarism, imperialism, nationalism and alliances.	100%	0	1	1	15		

14.	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	100%	0	1	1	19		
15.	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	100%	0	1	1	7		
16.	World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	100%	0	1	1	48		
	TOPIC: THE COLD WAR (1945-1991) – Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.	100%	0	5	5	53		
	Content Statements:	100%	0	5	5	53		
17.	The United States and the Soviet Union became superpowers and competed for global influence.	100%	0	1	1	28		
18.	Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	100%	0	1	1	12		
19.	Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	100%	0	1	1	4		
20.	Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	100%	0	1	1	3		
21.	Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	100%	0	1	1	6		
	TOPIC: GLOBALIZATION (1991-PRESENT) – The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.	71%	29	7	5	28		
	Content Statements:	71%	29	7	5	28		
22.	The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	100%	0	1	1	6		
23.	Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	100%	0	1	1	13		
24.	Political and cultural groups have struggled to achieve self-governance and self-determination.	100%	0	1	1	5		
25.	Emerging economic powers and improvements in technology have created a more interdependent global economy.	100%	0	1	1	2		
26.	Proliferation of nuclear weapons has created a challenge to world peace.	0%	100%	1	0	0		
27.	The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	0%	100%	1	0	0		
28.	Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	100%	0	1	1	2		
	Economics and Financial Literacy	12%	88	25	3	14		
	TOPIC: ECONOMIC DECISION MAKING AND SKILLS – Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
1.	Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	0%	100%	1	0	0		
2.	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	0%	100%	1	0	0		
	TOPIC: FUNDAMENTALS OF ECONOMICS – Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.	25%	75	4	1	2		
	Content Statements:	25%	75	4	1	2		
3.	People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	0%	100%	1	0	0		
4.	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.	100%	0	1	1	2		

5.	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	0%	100%	1	0	0		
6.	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	0%	100%	1	0	0		
	TOPIC: GOVERNMENT AND THE ECONOMY – The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.	50%	50	2	1	6		
	Content Statements:	50%	50	2	1	6		
7.	A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	0%	100%	1	0	0		
8.	Economic policy decisions made by governments result in both intended and unintended consequences.	100%	0	1	1	6		
	TOPIC: GLOBAL ECONOMY – Global issues and events influence economic activities.	50%	50	2	1	6		
	Content Statements:	50%	50	2	1	6		
9.	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	0%	100%	1	0	0		
10.	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	100%	0	1	1	6		
	TOPIC: WORKING AND EARNING – Employment provides a means of creating personal income.	0%	100%	2	0	0		
	Content Statements:	0%	100%	2	0	0		
11.	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	0%	100%	1	0	0		
12.	Employee earning statements include information about gross wages, benefits, taxes and other deductions.	0%	100%	1	0	0		
	TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT – Responsible personal finance decisions are based upon reliable information and used to reach personal goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
13.	Financial decision-making involves considering alternatives by examining costs and benefits.	0%	100%	1	0	0		
14.	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	0%	100%	1	0	0		
15.	Different payment methods have advantages and disadvantages.	0%	100%	1	0	0		
	TOPIC: SAVING AND INVESTING – Saving and investing strategies help individuals achieve personal financial goals.	0%	100%	4	0	0		
	Content Statements:	0%	100%	4	0	0		
16.	Saving and investing help to build wealth.	0%	100%	1	0	0		
17.	Savings can serve as a buffer against economic hardship.	0%	100%	1	0	0		
18.	Different costs and benefits are associated with saving and investing alternatives.	0%	100%	1	0	0		
19.	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.	0%	100%	1	0	0		
	TOPIC: CREDIT AND DEBT – Credit and debt can be used to achieve personal financial goals.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		
20.	There are costs and benefits associated with various sources of credit available from different types of financial institutions.	0%	100%	1	0	0		
21.	Credit and debt can be managed to maintain credit worthiness.	0%	100%	1	0	0		
22.	Consumer protection laws provide financial safeguards.	0%	100%	1	0	0		
	TOPIC: RISK MANAGEMENT – There are various strategies to help protect personal assets and wealth.	0%	100%	3	0	0		
	Content Statements:	0%	100%	3	0	0		

23.	Property and liability insurance protect against risks associated with use of property.	0%	100%	1	0	0		
24.	Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	0%	100%	1	0	0		
25.	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	0%	100%	1	0	0		
	Contemporary World Issues	73%	27	22	16	60		
	TOPIC: GLOBAL CONNECTIONS – The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.	50%	50	2	1	11		
	Content Statements:	50%	50	2	1	11		
1.	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	100%	0	1	1	11		
2.	Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	0%	100%	1	0	0		
	TOPIC: CIVIC PARTICIPATION AND SKILLS – Individuals and groups have the capacity to engage with others to impact global issues.	100%	0	5	5	14		
	Content Statements:	100%	0	5	5	14		
3.	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	100%	0	1	1	4		
4.	Individuals can assess how effective communicators address diverse audiences.	100%	0	1	1	4		
5.	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	100%	0	1	1	2		
6.	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	100%	0	1	1	3		
7.	Individuals can participate through non-governmental organizations to help address humanitarian needs.	100%	0	1	1	1		
	TOPIC: CIVIL AND HUMAN RIGHTS – There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.	33%	67	3	1	3		
	Content Statements:	33%	67	3	1	3		
8.	Beliefs about civil and human rights vary among social and governmental systems.	0%	100%	1	0	0		
9.	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	0%	100%	1	0	0		
10.	Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	100%	0	1	1	3		
	TOPIC: SUSTAINABILITY – An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.	100%	0	3	3	5		
	Content Statements:	100%	0	3	3	5		
11.	Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	100%	0	1	1	2		
12.	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	100%	0	1	1	1		
13.	International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	100%	0	1	1	2		
	TOPIC: TECHNOLOGY – Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.	100%	0	2	2	6		
	Content Statements:	100%	0	2	2	6		

14.	The development and use of technology influences economic, political, ethical and social issues.	100%	0	1	1	3		
15.	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	100%	0	1	1	3		
	TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY – The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.	67%	33	3	2	16		
	Content Statements:	67%	33	3	2	16		
16.	Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.	0%	100%	1	0	0		
17.	Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	100%	0	1	1	8		
18.	Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	100%	0	1	1	8		
	TOPIC: THE GLOBAL ECONOMY – The global economy is an international marketplace fueled by competition, trade and integration.	50%	50	4	2	5		
	Content Statements:	50%	50	4	2	5		
19.	The global economy creates advantages and disadvantages for different segments of the world's population.	0%	100%	1	0	0		
20.	Trade agreements, multinational organizations, embargoes and protectionism impact markets.	100%	0	1	1	3		
21.	The distribution of wealth and economic power among countries changes over time.	0%	100%	1	0	0		
22.	The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	100%	0	1	1	2		
	World Geography	63%	37	19	12	30		
	TOPIC: SPATIAL THINKING AND SKILLS – The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.	100%	0	2	2	4		
	Content Statements:	100%	0	2	2	4		
1.	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	100%	0	1	1	2		
2.	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	100%	0	1	1	2		
	TOPIC: ENVIRONMENT AND SOCIETY – Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.	80%	20	5	4	4		
	Content Statements:	80%	20	5	4	4		
3.	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	100%	0	1	1	1		
4.	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).	100%	0	1	1	1		
5.	Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).	0%	100%	1	0	0		
6.	There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).	100%	0	1	1	1		

7.	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	100%	0	1	1	1		
	TOPIC: MOVEMENT – People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment .	33%	67	3	1	2		
	Content Statements:	33%	67	3	1	2		
8.	Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	0%	100%	1	0	0		
9.	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	0%	100%	1	0	0		
10.	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).	100%	0	1	1	2		
	TOPIC: REGION – A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	25%	75	4	1	5		
	Content Statements:	25%	75	4	1	5		
11.	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	0%	100%	1	0	0		
12.	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	0%	100%	1	0	0		
13.	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	0%	100%	1	0	0		
14.	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	100%	0	1	1	5		
	TOPIC: HUMAN SETTLEMENT – People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.	50%	50	2	1	1		
	Content Statements:	50%	50	2	1	1		
15.	Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	100%	0	1	1	1		
16.	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	0%	100%	1	0	0		
	TOPIC: GLOBALIZATION – The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.	100%	0	3	3	14		
	Content Statements:	100%	0	3	3	14		
17.	Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	100%	0	1	1	10		

18.	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).	100%	0	1	1	3		
19.	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).	100%	0	1	1	1		

**ACADEMIC
PERFOMANCE OF
OPERATOR**

Academic Record of Operator's Affiliated Schools

Question 1: If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in the state of Ohio since the operator's first year of operation. For each community/public charter school managed by the operator, provide the following:

- name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier)
- type of school (site-based or online)
- first and most recent calendar years for which the operator managed the daily activities of the school
- total years operator managed school

Answer to Question 1:

Name: Career Prep Virtual High School

IRN: 021509

Online DOPR school

Opened 2024

Currently in first year of operation

Question 2: If the operator managed the operations of schools outside of Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside the state of Ohio. For each school managed by the operator outside of Ohio, identify the following information:

- School's unique school identifier
- School's name
- Type of school
- State of location of school
- List each school year with affiliation
- List overall state report card rating for that year
- URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system

Please see the comprehensive list of schools operated by Responsive Ed.

In this table you will find the longitudinal State Accountability results for all schools operated by our organization, addressing Page 9 Question 2. Data is presented with the most current data first. Schools are separated into 4 groups. Premier High Schools (Texas); Texas College Preparatory Academies (Texas); Founders Classical Academies (Arkansas); Premier High Schools (Arkansas)

Please see the notes at the conclusion of each table for additional information and URLs for all accountability system descriptions by year.

Comprehensive List of All Schools Operated Outside of Ohio: State Accountability Results

Campus Name ¹	State Campus No.	School Type	State	First Year Operated	2023 - 2024 ²		2022 - 2023 ³		2021 - 2022		2020-2021	2019-2020	2018-2019		2017-2018		2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012 ⁴	
					Scale Score	Rating	Scale Score	Rating	Scale Score	Rating	Rating	Rating	Scale Score	Rating	Scale Score	Rating	Rating	Rating	Rating	Rating	Rating	Rating	Rating
PREMIER H S OF COMANCHE/EARLY	072801001	Site Based	Texas	2011-2012	94	A	92	A	98	A	Not Rated: Declared State of Disaster		82	B	69	Met Standard	Met AEA Standard	NA					
PREMIER H S OF ABILENE	072801101	Site Based	Texas	2011-2012	94	A	93	A	97	A	Not Rated: Declared State of Disaster		100	A	93	Met Standard	Met AEA Standard	NA					
PREMIER H S OF BROWNSVILLE	072801103	Site Based	Texas	2011-2012	92	A	93	A	100	A	Not Rated: Declared State of Disaster		98	A	91	Met Standard	Met AEA Standard	NA					
PREMIER H S OF PALMVIEW	072801104	Site Based	Texas	2011-2012	92	A	93	A	100	A	Not Rated: Declared State of Disaster		100	A	92	Met Standard	Met AEA Standard	NA					
PREMIER H S OF DEL RIO	072801107	Site Based	Texas	2011-2012	81	B	93	A	97	A	Not Rated: Declared State of Disaster		92	A	90	Met Standard	Met AEA Standard	NA					
PREMIER H S OF FORT WORTH	072801108	Site Based	Texas	2011-2012	75	C	85	B	93	A	Not Rated: Declared State of Disaster		88	B	81	Met Standard	Met AEA Standard	NA					
PREMIER H S OF LAREDO	072801109	Site Based	Texas	2011-2012	96	A	95	A	100	A	Not Rated: Declared State of Disaster		86	B	79	Met Standard	Met AEA Standard	NA					
PREMIER H S OF LUBBOCK	072801110	Site Based	Texas	2011-2012	84	B	91	A	99	A	Not Rated: Declared State of Disaster		76	C	92	Met Standard	Met AEA Standard	NA					
PREMIER H S OF MIDLAND	072801112	Site Based	Texas	2011-2012	94	A	90	A	100	A	Not Rated: Declared State of Disaster		90	A	69	Met Standard	Met AEA Standard	NA					
PREMIER HIGH SCHOOL-AUSTIN SOUTH CAMPUS	072801113	Site Based	Texas	2011-2012	90	A	91	A	94	A	Not Rated: Declared State of Disaster		100	A	91	Met Standard	Met AEA Standard	NA					
PREMIER H S OF WESLACO	072801115	Site Based	Texas	2011-2012	89	B	93	A	100	A	Not Rated: Declared State of Disaster		100	A	88	Met Standard	Met AEA Standard	NA					
PREMIER H S OF MISSION	072801116	Site Based	Texas	2011-2012	93	A	96	A	100	A	Not Rated: Declared State of Disaster		100	A	86	Met Standard	Met AEA Standard	NA					
PREMIER HIGH SCHOOL-SAN ANTONIO WINDCREST	072801117	Site Based	Texas	2011-2012	94	A	83	B	96	A	Not Rated: Declared State of Disaster		95	A	91	Met Standard	Met AEA Standard	NA					
PREMIER H S OF TYLER	072801118	Site Based	Texas	2011-2012	93	A	85	B	94	A	Not Rated: Declared State of Disaster		96	A	81	Met Standard	Met AEA Standard	NA					
PREMIER H S OF WACO	072801121	Site Based	Texas	2011-2012	88	B	93	A	100	A	Not Rated: Declared State of Disaster		91	A	71	Met Standard	Met AEA Standard	NA					
PREMIER HIGH SCHOOL-AUSTIN WELLS BRANCH	072801128	Site Based	Texas	2011-2012	89	B	94	A	98	A	Not Rated: Declared State of Disaster		99	A	93	Met Standard	Met AEA Standard	NA					
PREMIER HIGH SCHOOL-EL PASO MESA	072801129	Site Based	Texas	2011-2012	92	A	91	A	100	A	Not Rated: Declared State of Disaster		94	A	76	Met Standard	Met AEA Standard	NA					
PREMIER H S OF SAN JUAN	072801130	Site Based	Texas	2011-2012	94	A	97	A	100	A	Not Rated: Declared State of Disaster		100	A	93	Met Standard	Met AEA Standard	NA					
PREMIER H S OF ARLINGTON	072801131	Site Based	Texas	2011-2012	90	A	90	A	100	A	Not Rated: Declared State of Disaster		72	C	87	Met Standard	Met AEA Standard	NA					
PREMIER H S OF HUNTSVILLE	072801135	Site Based	Texas	2011-2012	82	B	90	A	88	B	Not Rated: Declared State of Disaster		98	A	89	Met Standard	Met AEA Standard	NA					
PREMIER H S OF NEW BRAUNFELS	072801136	Site Based	Texas	2011-2012	84	B	95	A	97	A	Not Rated: Declared State of Disaster		100	A	93	Met Standard	Met AEA Standard	Improvement Required	NA				
PREMIER H S OF GRANBURY	072801137	Site Based	Texas	2011-2012	93	A	92	A	97	A	Not Rated: Declared State of Disaster		98	A	92	Met Standard	Met AEA Standard	NA					
PREMIER H S OF DAYTON	072801138	Site Based	Texas	2011-2012	67	D	87	B	95	A	Not Rated: Declared State of Disaster		93	A	71	Met Standard	Met AEA Standard	NA					
PREMIER H S OF SOUTH IRVING	072801139	Site Based	Texas	2011-2012	Not Rated: Minimum Size rules		90	A	93	A	Not Rated: Declared State of Disaster		88	B	84	Met Standard	Met AEA Standard	NA					
PREMIER H S OF AMARILLO	072801142	Site Based	Texas	2014-2015	90	A	92	A	98	A	Not Rated: Declared State of Disaster		91	A	85	Met Standard	Met AEA Standard	Met AEA Standard	Met AEA Standard				
PREMIER HIGH SCHOOL-EL PASO EASTPOINTE	072801143	Site Based	Texas	2015-2016	81	B	81	B	100	A	Not Rated: Declared State of Disaster		79	C	77	Met Standard	Met AEA Standard	Met AEA Standard					
PREMIER H S OF PFLUGERVILLE	072801144	Site Based	Texas	2015-2016	76	C	89	B	100	A	Not Rated: Declared State of Disaster		95	A	89	Met Standard	Met AEA Standard	Met AEA Standard					
PREMIER H S ONLINE	072801145	Online	Texas	2015-2016	87	B	87	B	92	A	Not Rated: Declared State of Disaster		87	B	85	Met Standard	Met AEA Standard	Met AEA Standard					
PREMIER HIGH SCHOOLS - EDINBURG CAREER & TECHNICAL	072801146	Site Based	Texas	2015-2016	90	A	92	A	99	A	Not Rated: Declared State of Disaster		98	A	89	Met Standard	Met AEA Standard	Met AEA Standard					
PREMIER H S-HOUSTON (CHAMPIONS)	072801147	Site Based	Texas	2016-2017	84	B	84	B	93	A	Not Rated: Declared State of Disaster		88	B	86	Met Standard	Met AEA Standard						
PREMIER H S OF TEXARKANA	072801148	Site Based	Texas	2016-2017	84	B	89	B	88	B	Not Rated: Declared State of Disaster		96	A	85	Met Standard	Met AEA Standard						
PREMIER HIGH SCHOOL-SAN ANTONIO INGRAM	072801149	Site Based	Texas	2017-2018	88	B	96	A	100	A	Not Rated: Declared State of Disaster		91	A	79	Met Standard							
PREMIER H S - SAN ANGELO	072801150	Site Based	Texas	2108-2019	73	C	87	B	68	D	Not Rated: Declared State of Disaster		81	B									
PREMIER H S HOUSTON GALLERY NORTH	072801152	Site Based	Texas	2020-2021	84	B	87	B	86	B													
PREMIER H S ODESSA	072801153	Site Based	Texas	2020-2021	80	B	84	B	82	B													
PREMIER HIGH SCHOOL-CANYON	072801154	Site Based	Texas	2021-2022	93	A	83	B	91	A													
PREMIER H S - HOUSTON - HOBBY	072801156	Site Based	Texas	2022-2023	68	D	91	A	Not Rated: Minimum Size rules														
PREMIER H S - CORPUS CHRISTI	072801157	Site Based	Texas	2021-2022	80	B	79	C	73	C													
PREMIER H S - LUBBOCK (BRIERCROFT)	072801158	Site Based	Texas	2022-2023	89	B	91	A															
PREMIER H S - WICHITA FALLS	072801159	Site Based	Texas	2022-2023	91	A	91	A															
PREMIER H S - LONGVIEW	072801160	Site Based	Texas	2022-2023	90	A	93	A															
PREMIER H S - HOUSTON(SHARPTOWN)	072801161	Site Based	Texas	2022-2023	80	B	87	B															
PREMIER H S - FORT WORTH (SOUTHSIDE)	072801162	Site Based	Texas	2022-2023	88	B	54	F															
PREMIER H S - FORT WORTH (JACKSBORO)	072801163	Site Based	Texas	2022-2023	75	C	81	B															
PREMIER H S - DESOTO	072801164	Site Based	Texas	2022-2023	78	C	84	B															
PREMIER H S MESQUITE	072801165	Site Based	Texas	2023-2024	90	A																	
PREMIER H S - HOUSTON (GREENSPPOINT)	072801166	Site Based	Texas	2023-2024	86	B																	
PREMIER H S-FOUNDATION SCHOOL OF AUTISM-PLANO	072801155	Site Based	Texas	2019-2020	Not Rated: No Tested Grades		Not Rated: No Tested Grades		Not Rated: No Tested Grades		Not Rated: No Tested Grades												
FOUNDATION SCHOOL OF AUTISM - SAN ANTONIO	072801151	Site Based	Texas	2020-2021	Not Rated: No Tested Grades		Not Rated: No Tested Grades		Not Rated: No Tested Grades		Not Rated: No Tested Grades												

Note 1: All Texas Premier High Schools are designated as Dropout Recovery Schools and are evaluated under Alternative Education Accountability. These provisions are found within the TEA Accountability Manual

Note 2: 2024 ratings were not officially released by the Texas Education Agency due to pending judicial rulings. Underlying data, released internally to districts, was used to calculate Scale Scores and Ratings. After voluntarily submitting our findings to TEA's Performance Reporting Division we are able to verify that the Scale Scores and Ratings presented here are correct.

Note 3: Ratings from 2023 were not officially released by the Texas Education Agency due to pending judicial rulings. The underlying data was released internally to districts. Scale Scores and Ratings shown here are based on internal calculations using that data.

Note 4: Ratings from 2012 were not issued due to an update to the Texas state accountability system.

Comprehensive List of All Schools Operated Outside of Ohio: State Accountability Results

Campus Name	State Campus No.	School Type	State	First Year Operated	2023 - 2024 ²		2022 - 2023 ³		2021 - 2022		2020-2021	2019-2020	2018-2019		2017-2018	
					Scale Score	Rating	Scale Score	Rating	Scale Score	Rating	Rating	Rating	Scale Score	Rating	Scale Score	Rating
IGNITE COMMUNITY SCHOOL - HUNTSVILLE	221801005	Site Based	Texas	2006-2007	74	C	70	C	72	C	Not Rated: Declared State of Disaster		73	C	74	Met Standard
AMARILLO COLLEGIATE ACADEMY	221801011	Site Based	Texas	2007-2008	81	B	85	B	89	B	Not Rated: Declared State of Disaster		94	A	86	Met Standard
COPPELL CLASSICAL ACADEMY	221801014	Site Based	Texas	2008-2009	88	B	92	A	86	B	Not Rated: Declared State of Disaster		82	B	87	Met Standard
FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL	221801020	Site Based	Texas	2008-2009	88	B	85	B	88	B	Not Rated: Declared State of Disaster		94	A	95	Met Standard
ISCHOOL VIRTUAL ACADEMY OF TEXAS	221801022	Online	Texas	2011-2012	69	D	70	D	87	B	Not Rated: Declared State of Disaster		62	D	75	Improvement Required
FOUNDERS CLASSICAL ACADEMY- CARROLLTON	221801023	Site Based	Texas	2008-2009	85	B	79	C	79	C	Not Rated: Declared State of Disaster		87	B	89	Met Standard
QUEST COLLEGIATE ACADEMY - SHENANDOAH	221801025	Site Based	Texas	2008-2009	72	C	75	C	70	C	Not Rated: Declared State of Disaster		81	B	81	Met Standard
IGNITE COMMUNITY SCHOOL - GARLAND	221801026	Site Based	Texas	2008-2009	80	B	81	B	85	B	Not Rated: Declared State of Disaster		75	C	87	Met Standard
LEWISVILLE SCHOOL OF SCIENCE AND TECHNOLOGY LOWER	221801027	Site Based	Texas	2008-2009	73	C	79	C	86	B	Not Rated: Declared State of Disaster		91	A	93	Met Standard
LEWISVILLE SCHOOL OF SCIENCE AND TECHNOLOGY UPPER	221801034	Site Based	Texas	2009-2010	85	B	86	B	88	B	Not Rated: Declared State of Disaster		85	B	89	Met Standard
IGNITE COMMUNITY SCHOOL - MOUNTAIN CREEK*	221801039	Site Based	Texas	2010-2011	78	C	74	C	74	C	Not Rated: Declared State of Disaster		84	B	89	Met Standard
FOUNDERS CLASSICAL ACADEMY	221801043	Site Based	Texas	2012-2013	94	A	94	A	94	A	Not Rated: Declared State of Disaster		95	A	90	Met Standard
QUEST COLLEGIATE ACADEMY-MCALLEN*	221801044	Site Based	Texas	2012-2013	73	C	83	B	93	A	Not Rated: Declared State of Disaster		84	B	72	Met Standard
QUEST COLLEGIATE ACADEMY - CROCKETT*	221801045	Site Based	Texas	2012-2013	58	F	65	D	59	F	Not Rated: Declared State of Disaster		68	D	72	Met Standard
FOUNDERS CLASSICAL ACADEMY-TYLER	221801046	Site Based	Texas	2012-2013	77	C	74	C	85	B	Not Rated: Declared State of Disaster		84	B	78	Met Standard
FOUNDERS CLASSICAL ACADEMY-AUSTIN NORTH*	221801048	Site Based	Texas	2012-2013	68	D	59	F	91	A	Not Rated: Declared State of Disaster		92	A	75	Met Standard
ISCHOOL HIGH AT UNIVERSITY PARK	221801051	Site Based	Texas	2102-2013	97	A	95	A	97	A	Not Rated: Declared State of Disaster		99	A	97	Met Standard
IGNITE COMMUNITY SCHOOL - BEAUMONT	221801052	Site Based	Texas	2012-2013	68	D	78	C	59	F	Not Rated: Declared State of Disaster		74	C	52	Not Rated: Harvey Provision
IGNITE COMMUNITY SCHOOL - PASADENA	221801055	Site Based	Texas	2013-2014	58	F	76	C	84	B	Not Rated: Declared State of Disaster		69	D	78	Met Standard
ISCHOOL HIGH AT THE WOODLANDS	221801056	Site Based	Texas	2013-2014	95	A	96	A	97	A	Not Rated: Declared State of Disaster		93	A	90	Met Standard
IGNITE COMMUNITY SCHOOL - HUMBLE	221801057	Site Based	Texas	2013-2014	94	A	68	D	77	C	Not Rated: Declared State of Disaster		84	B	76	Met Standard
FOUNDERS CLASSICAL ACADEMY OF LEANDER	221801058	Site Based	Texas	2014-2015	90	A	95	A	89	B	Not Rated: Declared State of Disaster		92	A	88	Met Standard
DENTON CLASSICAL ACADEMY	221801060	Site Based	Texas	2014-2015	83	B	64	D	80	B	Not Rated: Declared State of Disaster		73	C	77	Met Standard
FOUNDERS CLASSICAL ACADEMY OF MESQUITE	221801061	Site Based	Texas	2015-2016	57	F	67	D	73	C	Not Rated: Declared State of Disaster		64	D	73	Met Standard
IGNITE COMMUNITY SCHOOL - MAINLAND	221801062	Site Based	Texas	2015-2016	68	D	76	C	82	B	Not Rated: Declared State of Disaster		69	D	75	Met Standard
FOUNDERS CLASSICAL ACADEMY OF FLOWER MOUND	221801063	Site Based	Texas	2015-2016	94	A	91	A	90	A	Not Rated: Declared State of Disaster		89	B	86	Met Standard
FOUNDERS CLASSICAL ACADEMY CORINTH	221801064	Site Based	Texas	2015-2016	79	C	85	B	82	B	Not Rated: Declared State of Disaster		85	B	92	Met Standard
IGNITE COMMUNITY SCHOOL - FALLBROOK	221801065	Site Based	Texas	2016-2017	64	D	83	B	78	C	Not Rated: Declared State of Disaster		86	B	83	Met Standard
FOUNDERS CLASSICAL ACADEMY OF SCHERTZ	221801066	Site Based	Texas	2016-2017	78	C	88	B	77	C	Not Rated: Declared State of Disaster		81	B	59	Improvement Required
CLASSICAL ACADEMY - PERMIAN BASIN	221801067	Site Based	Texas	2018-2019	62	D	84	B	62	D	Not Rated: Declared State of Disaster		85	B		
FOUNDERS CLASSICAL ACADEMY - FRISCO	221801068	Site Based	Texas	2018-2019	88	B	93	A	91	A	Not Rated: Declared State of Disaster		88	B		
WESTCHASE NEIGHBORHOOD SCHOOL	221801069	Site Based	Texas	2019-2020	80	B	84	B	90	A	Not Rated: Declared State of Disaster					
EASTEX-JENSEN NEIGHBORHOOD SCHOOL*	221801070	Site Based	Texas	2019-2020	52	F	66	D	48	F	Not Rated: Declared State of Disaster					
EL PASO CLASSICAL ACADEMY	221801071	Site Based	Texas	2020-2021	69	D	84	B	81	B	Not Rated: Declared State of Disaster					
FOUNDERS CLASSICAL ACADEMY - CONROE	221801073	Site Based	Texas	2021-2022	66	D	66	D	Not Rated: No Tested Grades							
IGNITE COMMUNITY SCHOOL-FORT WORTH	221801074	Site Based	Texas	2021-2022	73	C	65	D	82	B						
FOUNDERS CLASSICAL ACADEMY-BASTROP	221801075	Site Based	Texas	2021-2022	64	D	74	C	69	D						
ISCHOOL HIGH - ATASCOCITA	221801076	Site Based	Texas	2021-2022	93	A	94	A	93	A						
FOUNDERS CLASSICAL ACADEMY OF PROSPER	221801077	Site Based	Texas	2021-2022	89	B	88	B	85	B						
QUEST COLLEGIATE ACADEMY-WHITEWRIGHT	221801078	Site Based	Texas	2021-2022	62	D	79	C	48	F						
FOUNDERS CLASSICAL ACADEMY-ONLINE	221801079	Online	Texas	2022-2023	72	C	72	C								
ISCHOOL-CREEKSIDE	221801080	Site Based	Texas	2022-2023	91	A	91	A								
FOUNDERS CLASSICAL ACADEMY - FORT WORTH	221801081	Site Based	Texas	2023-2024	Not Rated: No Tested Grades											
PLAINVIEW CLASSICAL ACADEMY	221801082	Site Based	Texas	2023-2024	75	C										

Note 2: 2024 ratings were not officially released by the Texas Education Agency due to pending judicial rulings. Underlying data, released internally to districts, was used to calculate Scale Scores and Ratings. After voluntarily submitting our findings to TEA's Performance Reporting Division we are able to verify that the Scale Scores and Ratings presented here are correct.

Note 3: Ratings from 2023 were not officially released by the Texas Education Agency due to pending judicial rulings. The underlying data was released internally to districts. Scale Scores and Ratings shown here are based on internal calculations using that data.

*These campuses are not operational during the 24-25 school year or have reduced grade level offerings due to underenrollment or low performance

Comprehensive List of All Schools Operated Outside of Ohio: State Accountability Results

Campus Name	State Campus No.	School Type	State	First Year Operated	2023 - 2024*	2022 - 2023		2021 - 2022		2020-2021	2019-2020	2018-2019		2017-2018		2016-2017	
						Scale Score	Rating	Scale Score	Rating	Rating	Rating	Scale Score	Rating	Scale Score	Rating	Scale Score	Rating
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS HIGH SCHOOL ROGERS	0442702	Site Based	Arkansas	2017-2018	NA	83	A	83.12	A	Not Rated: Declared State of Disaster		81.1	A	82.26	A	85.79	A
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS WEST LITTLE ROCK	0442703	Site Based	Arkansas	2017-2018	NA	78.63	A	78.72	A	Not Rated: Declared State of Disaster		81.28	A	82.58	A	86.68	A
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS WEST LITTLE ROCK ELEMENTARY	0442706	Site Based	Arkansas	2019-2020	NA	58.15	D	62.77	C	Not Rated: Declared State of Disaster							
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS ROGERS	0442704	Site Based	Arkansas	2021-2022	NA	60.62	D	80.11	A								
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS BENTONVILLE	0442701	Site Based	Arkansas	2022-2023	NA	79.93	A										
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS ELEMENTARY ONLINE*	0442707	Online	Arkansas	2022-2023	NA	36.8	F										
FOUNDERS CLASSICAL ACADEMIES OF ARKANSAS HIGH SCHOOL ONLINE	0442709	Online	Arkansas	2022-2023	NA	54.58	D										

Note 5: Beginning with the 2023-2024 school year the Arkansas Division of Elementary and Secondary Education updated the Statewide School Performance formula and adopted a new assessment (ATLAS) to measure student achievement and growth in reading, math, and science. The ATLAS assessment was administered in Spring 2024 and preliminary results were released in November 2024. To date no information related to the Statewide School Performance Report Card has been publicly released.

*This campus enrolled fewer than 10 students

Comprehensive List of All Schools Operated Outside of Ohio: State Accountability Results				
Campus Name⁶	State Campus No.	School Type	State	First Year Operated
PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	Site Based	Arkansas	2013-2014
PREMIER HIGH SCHOOL OF NORTH LITTLE ROCK	6062703	Site Based	Arkansas	2019-2020
PREMIER HIGH SCHOOL OF TEXARKANA	7242703	Site Based	Arkansas	2021-2022
RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF SPRINGDALE	6053706	Site Based	Arkansas	2022-2023
PREMIER HIGH SCHOOL OF FORT SMITH	6053709	Site Based	Arkansas	2022-2023
PREMIER HIGH SCHOOL ONLINE	6053712	Site Based	Arkansas	2022-2023
PREMIER HIGH SCHOOL OF RUSSELLVILLE	6053718	Site Based	Arkansas	2024-2025
PREMIER HIGH SCHOOL OF FAYETTEVILLE	6053715	Site Based	Arkansas	2024-2025
<p>Note 6: Beginning in 2018 legislation for the Arkansas Department of Education identifies that "An open-enrollment charter school whose mission and enrollment are primarily focused on students who have dropped out of high school or are identified as at risk of dropping out of school;" shall be exempt from the designation of a school rating. Because of this rule the Premier High Schools in the state of Arkansas have no school rating under the public school accountability system. All PHS sites operate as dropout recovery programs, therefore they do not have statewide school performance ratings.</p>				

URLs for Accountability Descriptions by Year	
<p>Note 1: Premier High Schools in the state of Texas are designated as Dropout Recovery Schools and are evaluated under AEA accountability. These provisions are found within the TEA Accountability Manual for each academic year.</p>	
<p>Note 2: 2024 ratings were not officially released by the Texas Education Agency due to pending judicial rulings. Below is the URL for the official communication regarding this action. Underlying data, released internally to districts, was used to calculate Scale Scores and Ratings. After voluntarily submitting our findings to TEA's Performance Reporting Division we are able to verify that the Scale Scores and Ratings presented here are correct.</p> <p style="text-align: center;">https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2024-underlying-accountability-subset-data-available-in-teal</p>	
<p>Note 3: Ratings from 2023 were not officially released by the Texas Education Agency due to pending judicial rulings. The underlying data was released internally to districts. Scale Scores and Ratings shown here are based on internal calculations using that data. Below is the URL for the official communication regarding this action</p> <p style="text-align: center;">https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/delay-in-2023-a-f-academic-accountability-ratings</p>	
<p>Note 4: Ratings from 2012 were not issued due to an update to the Texas state accountability system. The manual for this year shows how to interpret academic data as it relates to new indicator report.</p>	
<p>For each year of available Texas Accountability Ratings a URL for the Manual to calculate and interpret results has been provided</p>	
2024	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-manual
2023	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-system
2022	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system
2019	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-rating-system
2018	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2018-accountability-rating-system
2017	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2017-accountability-rating-system
2016	https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2016-accountability-rating-system
2015	https://rptsvr1.tea.texas.gov/perfreport/account/2015/manual/index.html
2014	https://rptsvr1.tea.texas.gov/perfreport/account/2014/manual/index.html
2013	https://rptsvr1.tea.texas.gov/perfreport/account/2013/manual/index.html
2012	https://rptsvr1.tea.texas.gov/perfreport/account/2012/index.html
2011	https://rptsvr1.tea.texas.gov/perfreport/account/2011/manual/index.html
2010	https://rptsvr1.tea.texas.gov/perfreport/account/2010/manual/index.html
2009	https://rptsvr1.tea.texas.gov/perfreport/account/2009/manual/index.html
2008	https://rptsvr1.tea.texas.gov/perfreport/account/2008/manual/index.html
2007	https://rptsvr1.tea.texas.gov/perfreport/account/2007/manual/index.html
<p>Note 5: Beginning with the 2023-2024 school year the Arkansas Division of Elementary and Secondary Education updated the Statewide School Performance formula and adopted a new assessment (ATLAS) to measure student achievement and growth in reading, math, and science. The ATLAS assessment was administered in Spring 2024 and preliminary results were released in November 2024. To date no information related to the Statewide School Performance Report Card has been publicly released.</p>	
<p>Arkansas School Performance and Monitoring Report: Accountability Overview</p>	
2024	https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/reporting
2023	https://myschoolinfo.arkansas.gov/Content/documents/schoolreportcard/2023/Business%20Rules.pdf
2022	https://docs.google.com/document/d/1WTKqfWKwnTnvYC9vGllm3jJSoLxo7GWER67hrQx3Pc/edit?tab=t.0
2019	https://dese.ade.arkansas.gov/Files/20201126150434_Final_ESSA_Decision_Rules_2018_19_rvd_052519.pdf
2018	https://adecm.ade.arkansas.gov/Attachments/COM-18-107--Final_ESSA_Decision_Rules_2017_18_rvd_062118.pdf
2017	https://dese.ade.arkansas.gov/Files/20201126142149_Final_ESSA_Decision_Rules_for_2016_17_rvd_031318.pdf
<p>Note 6: Beginning in 2018 legislation for the Arkansas Department of Education identifies that "An open-enrollment charter school whose mission and enrollment are primarily focused on students who have dropped out of high school or are identified as at risk of dropping out of school;" shall be exempt from the designation of a school rating. Because of this rule the Premier High Schools in the state of Arkansas have no school rating under the public school accountability system. All PHS sites operate as dropout recovery programs, therefore they do not have statewide school performance ratings. Below is the URL to the Arkansas State Code related to this provision. See 3.05.1</p> <p style="text-align: center;">https://dese.ade.arkansas.gov/Files/20201102115047_ade_334_-_Rules_Governing_the_School_Rating_System.pdf</p>	



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	August 14, 2024
SUBJECT:	2024 Underlying Accountability Subset Data Available in TEAL
CATEGORY:	Performance Reporting
NEXT STEPS:	Share with appropriate staff

The Texas A–F accountability system is a tool to help school systems continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity and socioeconomic status and ensuring Texas is a national leader in preparing students for success after graduation. The purpose of this communication is to announce that underlying 2024 accountability data was released to school systems today to assist school leaders with internal evaluation of academic performance.

Due to a pending lawsuit, the issuance of 2024 A-F ratings and Comprehensive, Targeted and Additional Targeted Support school improvement designations are pending and subject to change based on judicial rulings. Authorized school system users in the TEA Login (TEAL) Accountability application have access to data, reports and downloads that do not include A-F ratings or scale scores, nor federal school improvement designations.

- The 2024 Accountability Reports and Data Tables and the 2024 Accountability Data Downloads are now available in TEAL without ratings or scale scores. This includes a data download of the raw component scores for 2023 and 2024.
- The 2024 STAAR, Growth, AEA Retest Growth and EL Student Listings are also available in TEAL. 2024 CCMR Student Listings were posted on August 2, 2024.
- Superintendents who do not have access to TEAL Accountability must request access through the My Application Accounts link under Self Service in TEAL.
- For school systems who have calculated scale scores internally and would like to verify their calculations with the agency, for 2024 or also for 2023 to help internally evaluate progress, please email performance.reporting@tea.texas.gov.

For additional information, visit the TEA's official [Performance Reporting](#) webpage, [2024 Accountability System](#) page and the [2024 Accountability Manual](#) page. The data provided to school systems today is based on the methodology in the final rule adopting the 2024 Accountability Manual, posted on May 9, 2024.

For questions or assistance regarding the information in this TAA, please call the Performance Reporting Division at 512-463-9704 or email performance.reporting@tea.texas.gov.



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	September 12, 2023
SUBJECT:	Delay in 2023 A–F Academic Accountability Ratings
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

The purpose of this communication is to inform local educational agencies (LEAs) about a delay in the issuance of the final rule for the accountability manual and a delay in the issuance of 2023 A–F Accountability Ratings.

As communicated previously, issuance of A–F ratings this year was already planned to be delayed from the typical mid-August release date due to the standards-setting process required with the redesign of STAAR. Based on timelines published previously, ratings were to be issued publicly on September 28, 2023.

The A–F accountability system itself is also being refreshed this year, with some changes to cut points and some changes to indicator methodology. For more than a year, the Texas Education Agency (TEA or agency) has publicly shared timelines and preliminary frameworks related to the A–F refresh.

As part of the refresh, in January 2023, TEA published proposed cut points and updates to the previously published methodology changes, noting some areas of change and some areas which remain unchanged. Those details included information about changing methods and cut scores to be used in calculating student growth on STAAR. Feedback obtained to that point included recommendations to appropriately account for the impact of COVID-19 in evaluating new baseline data, so the agency proposed setting growth cut scores using a baseline of the average level of student growth for the 2018–19 and 2021–22 school years.

However, since that time, statewide growth data for the 2022–23 school year has become available. Analysis of that growth data shows that the 2021–22 growth was more anomalous than expected, so setting baselines that partially incorporate data from the 2021–22 school year may not adequately take into account the impact of COVID-19.

As a result, the agency **will be delaying the issuance of the final rule for the accountability manual and delaying the issuance of ratings** to conduct further analyses of the growth data to inform cut scores in Domain 2a-Academic Growth, and Domain 3-Closing the Gaps.

Besides changes to growth cut scores, the agency will be incorporating a few additional changes in its final rule based on other feedback gathered during the rulemaking comment period:

- Alternative Education Accountability (AEA) STAAR Methodology: Within Domain 1, update the STAAR methodology for AEA campuses to better reflect the intention of AEA Taskforce recommendations.

- Minimum Indicators for Student Achievement Domain Score: STAAR Component Only: Within Domain 3, reduce minimum number of indicators from four to three to allow campuses with only one lowest performing racial/ethnic group to be evaluated.
- English Language Proficiency: Within Domain 3, allow progress in TELPAS Writing to count towards the current calculation.
- Identification of Schools for Improvement: Additional Targeted Support (ATS) campuses will be identified based on student groups' performance relative to the cut point established for Comprehensive Support and Improvement (CSI) campus identification (bottom 5% of Title I schools' Closing the Gaps Scale Scores, by school type).

The agency is not considering other changes for the final rule from what was published in the proposed rule.

TEA anticipates the additional growth analysis will **delay the issuance of final rules and ratings by approximately one month**, and the agency will provide specific dates for 2023 ratings release at least two weeks ahead of the release of public ratings.

School Improvement

Once specific dates for 2023 ratings are available, TEA's School Improvement Division will also be providing revised timelines for targeted improvement plan submissions and grant funding for eligible identified campuses.

Results Driven Accountability

The *2023 Accountability Manual* will also incorporate a chapter on Results Driven Accountability (RDA), which has historically been a standalone manual. The delay in the issuance of the final rule will also cause delays in RDA determinations and the required actions stemming from the determinations.

Background on the Periodic Update of A-F Indicators and Cut Points

Prior to 2017, cut points and indicators in the accountability system were updated annually, preventing school systems from easily comparing year-over-year performance in reaching goals for students across the state. Since the passage of House Bill (HB) 22 in 2017, state law requires cut points and indicators in the accountability system to be updated periodically, not necessarily annually, to achieve the statutory goals of reducing achievement gaps and ensuring Texas is a national leader in preparing students for postsecondary success. Given this policy change, cut points and indicators in the A-F system have remained largely unchanged since 2017.

This approach of holding cut points and indicators constant for the last five years was maintained even though the agency received consistent feedback about needed changes in the system design – especially with regard to district rating methodology. In addition, the underlying performance of schools across the state would have warranted some annual cut point increases – especially with regard to college, career, and military readiness. Rather than

making those changes in prior years, the system remained static, and instead changes are being made only once over a five-year period.

Given the statutory shift to periodic, rather than annual, updates, the last five years have provided educators an effective way to discern year-over-year continuous improvement. But during the refresh year, with a variety of changes being made to the *A-F* system ratings methodology, there is a greater need to communicate about the changes, so the agency has provided communications resources this year designed to help inform educators and the public that year-over-year comparisons are more difficult this year. To help provide a year-over-year comparison, “*what if*” re-evaluations will also be publicly released using last year’s data and this year’s cut points and methodology.

For similar reasons stemming from the HB 22 (85R) statutory changes, **indicators and cut points established in the refresh will remain largely unchanged for approximately the next five years**, so the refresh establishes a new five-year baseline. Also of note, under more recent statutory changes, *A-F* ratings are required to be issued statewide each year; the commissioner of education is no longer permitted to consider the use of “*Not Rated*” on a statewide basis, even as part of a transition in the accountability system.

For more information about the *A-F* Refresh, please visit the [2023 Accountability Development Materials webpage](#). Please direct questions to the Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

**ALIGNMENT TO
NATIONAL
STANDARDS FOR
ONLINE LEARNING**

The applicant, sponsor, and operator must work collaboratively to provide a narrative that explains how the school will meet requirements included in the [Standards for Quality Online Programs](#).

How Online Learning at iSVA Meets Quality Standards for Online Programs

A. Mission-Driven Excellence

At iSVA, the mission is to "Provide hope for students by helping them take control of their future success through online, mastery-based programs that promote a free society and cultivate moral and academic excellence, preparing them for college and post-secondary citizenship."

This mission serves as the foundation of all online learning initiatives. iSVA's programs prioritize holistic student development, integrating academic rigor with values-based education to prepare students for meaningful contributions to society.

B. Leadership and Governance

iSVA's leadership team ensures alignment with its mission by implementing policies and practices that promote student success and uphold program integrity. Clear governance structures are in place to support strategic planning, curriculum development, and faculty training for the online learning environment.

C. Equity and Access

iSVA is committed to creating equitable opportunities for all students. The online platform is designed to be accessible, with adaptive technologies to support learners with disabilities and multilingual resources for diverse populations. Scholarships and financial aid are available to eliminate barriers to education.

D. Curriculum and Course Design

The iSVA curriculum is standards-based, incorporating both state and national benchmarks for quality. Courses are designed with backward planning, ensuring alignment between learning objectives, instructional materials, and assessments. The focus on interactive, multimedia-rich content keeps students engaged and fosters critical thinking.

E. Teaching and Learning Practices

iSVA employs a team of highly trained educators who specialize in online instruction. Faculty members use research-based strategies to create dynamic virtual classrooms that emphasize student-centered learning. Personalized learning plans ensure that each student receives the support and challenges they need to thrive.

F. Student Engagement and Success

Engagement is a core priority at iSVA. Students are encouraged to actively participate in discussions, collaborative projects, and interactive modules. Regular feedback loops, one-on-one mentoring, and access to academic support services ensure that every student is equipped to succeed.

G. Professional Development for Staff

iSVA invests heavily in continuous professional development. Educators participate in workshops, certifications, and peer learning communities focused on best practices in online teaching and learning. This commitment ensures that staff remain at the forefront of educational innovation.

H. Data-Driven Decision Making

iSVA uses data analytics to monitor program effectiveness and student outcomes. Metrics such as course completion rates, student satisfaction surveys, and assessment results inform continuous improvement efforts, ensuring that the program evolves to meet the needs of its learners.

I. Financial and Operational Sustainability

iSVA maintains financial transparency and operational efficiency to ensure program sustainability. Investments in scalable technologies and partnerships with educational organizations support long-term growth and accessibility.

J. Technology Infrastructure and Support

The technology ecosystem at iSVA is robust, ensuring a seamless online learning experience. A dedicated IT team provides 24/7 support, and the learning management system is designed to be user-friendly, secure, and adaptable to various devices.

K. Accreditation and Accountability

iSVA aligns with accreditation standards to validate the quality of its programs. Regular reviews and external audits ensure compliance with educational regulations and reinforce accountability to students and stakeholders.

L. Commitment to Continuous Improvement

Reflecting its mission, iSVA is committed to ongoing improvement. Feedback from students, parents, and staff is actively sought and incorporated into program updates, ensuring that online learning remains relevant, effective, and aligned with evolving educational needs.

M. Community Building and Collaboration

iSVA fosters a vibrant online community where students, families, and educators collaborate. Virtual events, discussion forums, and extracurricular activities provide opportunities for connection and growth, creating a sense of belonging in a virtual environment.

Attachment 9C – Operator Assessment

ResponsiveEd has thoroughly assessed the performance of its affiliated internet and computer-based schools using the NSQ Standards for Quality Online Programs which demonstrates a commitment to continuous improvement and accountability. The evaluation process incorporates feedback from stakeholders, including students, parents, and staff, alongside achievement data and course design assessments.

The results indicate that the schools are consistently meeting or exceeding operating standards across critical areas. Notably:

- **Governance** (96%): Governance members are knowledgeable about K-12 online learning, ensuring the schools are well-resourced and policies are aligned with mission goals and state regulations.
- **Financial and Material Resources** (100%): Resources are allocated efficiently, ensuring sustainability and compliance with local, state, and federal regulations, which supports long-term viability.
- **Equity and Access** (100%): All students are ensured equitable access to the program, with accommodations provided in compliance with policies and laws, ensuring personalized support for diverse learning needs.
- **Curriculum and Course Design** (94%): Courses align with learning standards, incorporating research-based design principles like Universal Design for Learning (UDL) and providing diverse learning opportunities, including both synchronous and asynchronous learning.
- **Instruction** (92%): Instruction is guided by evidence-based practices, and teachers continuously assess and adjust their pedagogy using learning analytics to meet students' needs.

However, **Program Evaluation** fell below the desired 90% standard (88%). This is because there has previously been no evaluation completed by an external source. However, early in 2024, ResponsiveEd began the process of pursuing accreditation of its online schools with Cognia, which will involve regular external evaluations, aiming to enhance program quality and ensure continuous improvement.

At this time, the Cognia evaluation has placed ResponsiveEd at candidacy status, having satisfactorily completed the preliminary review of processes, similar to the internal evaluation against the NSQ Standards for Quality Online Programs.

Operator Self-Evaluation

Please provide a narrative that explains how the school will meet requirements included in the Standards for Quality Online Programs.

As part of its ongoing commitment to high quality learning experiences for all students, ResponsiveEd conducts regular evaluations of its online programs. These evaluations take into account survey data from stakeholders, such as parents, students, and instructional staff, as well as achievement data and course design evaluations.

The curriculum team includes individuals who have completed training with Quality Matters to understand how to apply the rubrics for Quality Online Teaching and Quality Online Courses, and the Director of Virtual Learning is a member of the national team currently working on revising the Standards for Quality Online Programs, so is very familiar with the standards as well as the importance of meeting them.

Following is a self-assessment of the ResponsiveEd eSchool programs in Arkansas, Texas, and Ohio.

Standard A: Mission Statement 23/25 (92%)

Standard	Measure	Score 1-5
A1	The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves.	5
A2	The mission statement indicates that learning is the focus of the program or organization.	4
A3	The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders.	5
A4	The mission statement is made available to the public.	5
A5	The mission statement is reviewed periodically by program leadership.	4

Standard B: Governance 24.25 (96%)

Standard	Measure	Score 1-5
B1	Governance members are knowledgeable about K-12 online learning.	4
B2	Governance members ensure the program or organization is	5

	adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization.	
B3	Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines.	5
B4	Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5
B5	The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations.	5

Standard C: Leadership 23/25 (92%)

Standard	Measure	Score 1-5
C1	The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders.	5
C2	The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections.	5
C3	The leadership team provides a productive collaborative environment for learning and work.	5
C4	The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information.	4
C5	The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly.	4

Standard D: Planning 18/20 (90%)

Standard	Measure	Score 1-5
D1	A strategic plan is developed and updated regularly to address long-term actions.	4
D2	The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including	4

	curriculum, technology, academic support, professional development, and fiscal viability.	
D3	Organizational goals are aligned to the approved strategic plan and updated annually.	5
D4	Organizational goals are shared and supported throughout the organization.	5

Standard E: Organizational Staff 24/25 (96%)

Standard	Measure	Score 1-5
E1	Sufficient qualified professional, administrative, and support staff are provided to achieve the organization's mission and annual goals.	5
E2	Sufficient organizational staff are provided to oversee the instructional learning environment.	5
E3	Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.	5
E4	Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education.	4
E5	Evaluations of staff and faculty occur on a regularly scheduled basis.	5

Standard F: Financial and Material Resources 10/10 (100%)

Standard	Measure	Score 1-5
F1	Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles.	5
F2	Resources are adequate and allocated to help ensure sustainability over time, according to the organization's strategic plan, mission, and vision.	5

Standard G: Equity and Access 15/15 (100%)

Standard	Measure	Score 1-5
G1	Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders.	5
G2	Program faculty and staff work with students and families to	5

	personalize programs and adhere to accommodations as dictated by local policies and laws.	
G3	All learners are ensured equitable access to the program.	5

Standard H: Integrity and Accountability 9/10 (90%)

Standard	Measure	Score 1-5
H1	Accurate information is disclosed to prospective and current stakeholders.	4
H2	The program meets or exceeds industry standards related to course rigor and diploma-completion requirements.	5

Standard I: Curriculum and Course Design 47/50 (94%)

Standard	Measure	Score 1-5
I1	The program has clearly stated educational goals.	5
I2	The program clearly organizes course offerings in a way that stakeholders can easily navigate.	5
I3	Courses included in the program integrate quality instructional materials to enable and enrich student learning.	5
I4	Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience.	5
I5	Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.	5
I6	Courses included in the program provide opportunities for interaction that support active learning.	4
I7	Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.	4
I8	Courses offered through the program meet content copyright law and fair use guidelines.	5
I9	Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.	5

I10	Courses offered through the program include opportunities for both asynchronous and synchronous learning.	4
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Standard J: Instruction 23/25 (92%)

Standard	Measure	Score 1-5
J1	The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values.	5
J2	Instruction is guided by evidence-based practices.	5
J3	Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices.	4
J4	Instruction is inherently inclusive for all learners.	5
J5	The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability.	4

Standard K: Assessment and Learner Performance 18/20 (90%)

Standard	Measure	Score 1-5
K1	The program uses multiple methods to assess the degree to which stated learning goals are met.	4
K2	Formative assessments are included that provide data for targeted remediation or intervention when needed.	5
K3	Assessments are aligned to learning objectives.	4
K4	The program provides standards for timely, effective feedback as an integral role of assessment.	5

Standard L: Faculty and Staff Support 23/25 (92%)

Standard	Measure	Score 1-5
L1	The program provides and encourages participation in induction and mentoring programs.	3
L2	Teachers are provided regular feedback regarding their performance	5

	and student achievement/progress.	
L3	The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching.	5
L4	The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learning.	5
L5	The program provides teachers and staff with timely and effective technical support.	5

Standard M: Learner and Parent/Guardian Support 33/35 (94%)

Standard	Measure	Score 1-5
M1	Learners are provided with an orientation to online learning technologies and successful online learning practices.	5
M2	The program provides academic services and academic advising to address learners' academic and developmental needs.	5
M3	The program provides accessibility support services that comply with special education policies and procedures.	5
M4	The program provides access to the learning management system(s), as well as all appropriate learning and assessment content.	5
M5	The program establishes standards for teacher communications with learners and parents/guardians.	4
M6	The program establishes standards for timely, effective technical support for learners.	5
M7	The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met.	4

Standard N: Program Evaluation 44/50 (88%)

Standard	Measure	Score 1-5
N1	Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics.	5

N2	Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making.	5
N3	Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques.	5
N4	Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program's impact on student outcomes.	5
N5	Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures.	5
N6	A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes.	5
N7	Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results.	3
N8	Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards the program's goals, mission, and strategic plan.	3
N9	Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan.	3
N10	Evaluation results are communicated to program stakeholders.	5

Overall Score: 336/360 or 92.8%

Standard N: Program Evaluation falls below 90%, which is below our standard. However, we have already taken steps to improve our score in this area. We have completed the first step in the process of being evaluated by Cognia for accreditation and have been accepted as a Candidate for Accreditation with NCA CASI, NWAC and SACCS CASI. Cognia is an internationally recognized accreditation reviewer, and our partnership with them will provide regular external audits of our performance, which will raise our score on Standard N.