



Davidson-Davie
COMMUNITY COLLEGE



College and Career Readiness

Curriculum Mapping Collaboration 2021

This collection of College and Career Readiness curriculum maps was the result of a collaborative effort between CCR staff at Alamance, Davidson-Davie, Pitt, Randolph, and Sandhills Community Colleges.

We are proud to share this collection to assist CCR instructors in creating quality, research-based instruction based on the NC Adult Education Content Standards.

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Reading Curriculum Map Levels 1-2

R.1 Print Concepts/Phonemic Awareness/Word Analysis: The student will develop and demonstrate knowledge of print concepts and phonemic awareness, word analysis, and decoding strategies to pronounce and derive meaning of words.

Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	R.1.1.1 Recognize the concepts of print (left to right, top to bottom, front to back, return sweep). Understand that words are separated by spaces in print. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).	Follow a few very simple sentences with familiar learned words and point to each word as it is read; demonstrating movement from left to right and top to bottom; and movement from the end of a line to the beginning of the next (return sweep) with continuation on the back of the page.	In Person: Have students write their name and read it left to right and then right to left. The idea is for them to remember to read left to right. Computer lab: Have students open a Word or Google blank document have them type their name and a few words pressing enter each time.	T.4.1.2 Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard. T.4.1.3 Identify, discuss, and use word processing as a tool to enter letters, numbers, words, and phrases.
	R.1.1.2 Recognize and discriminate among lowercase and uppercase letters and their corresponding sounds. Recognize that spoken words are represented in written language by specific sequences of letters.	Look at a list with a mixture of at least twenty lowercase and uppercase manuscript letters of the alphabet that are not in alphabetical order, say the names of the letters for your instructor and indicate the sounds the letters make.	Capital Letter Free Worksheet.Com	
	W.2.1.2 Correctly capitalize the pronoun "I."	TABE Blueprint: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K.L.2.a, K.L.2.b, K.L.2.c, K.L.2.d)	Superteacher Worksheet Capital and lowercase	
	W.2.1.3 Capitalize proper nouns, e.g., names, titles, places, and abbreviations	Edit at least five sentences for correct capitalization of the pronoun "I."	Education.Com Capital Letters	
	W.2.2.2 Capitalize proper nouns including days of the week, months of the year, holidays, continents, countries, states, and cities.	Edit twenty proper nouns including names, titles, places, and abbreviations for capitalization	The Capital Letters and Full Stops Song Video	
		Use capitalization correctly for proper nouns to write a party invitation that includes the title of the event, date of the event (month, day, year), and location.	Capital Letter Kahoots Capital Letter Workout Jack Hartmann Capitalize when you write Jack Hartmann Video In Person: Take a 5 or 6 baskets or small bins and give students a ball. Have them throw the ball into the Correct Basket/Bin with Capital letters. This simple game can be manipulated into many learning areas. You can also use plastic/ rubber archery set or hula hoop type rings. In Person: Have students locate items around the classroom that start with a letter you give them. This can also be done on Zoom. Have them bring you an item that starts with the letter "A" etc.	
	W.1.1.4 Write personal information and dates on a form.	Write personal information (name, age, address, phone number, date of birth) and dates (words, abbreviations, and numbers) accurately on a simple form.	Fill out a simple Super Hero Application Fill out Basic Medical Form Play the basket/bin game with days of the week months of the year Play Kahoot Days of the Week or Months of the year Play the Fly Swatter Game with Days of the week, months of the year	W.1.1.1 Recognize and copy letters and numbers.

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2	W.2.2.3 Spell the months of the year, days of the week, and numbers from 1 to 121.	Correctly spell the months of the year, days of the week, and numbers from one to one hundred twenty-one.		
	S.1.1.1 Participate in collaborative conversations in small and larger groups.	Convey basic personal information	Zoom Ask students general questions about themselves In Class: Small mock interviews One on One or in small group setting	
	S.1.1.2 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Yes/No questionnaire consisting of 10 questions. Accuracy in using certain words.	Zoom or Small Group: Ask basic questions: i.e. Do you like Ice Cream? Do you live in NC? etc.	
3	R.1.1.3 Identify single consonants/sounds in initial, middle, and final word positions and manipulate initial sounds to recognize, create, and use rhyming words.	Identify the single consonants/sounds in initial, medial, and the final word positions of ten or more words and then listen to at least ten words and make two rhyming words for each	Word Families FreeWorksheet.Com Mark D. Pencil Word Family Stories words that Rhyme Word Family Videos Jack Hartmann In Person: Play the Fly Swatter Game or basket/bin game	
	R.1.1.6 Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes) and then substitute individual sounds to make new words.	From a list of ten original words, student forms at least two new words from each by adding or substituting individual sounds.	Mark D Pencil Story Books	
	W.1.1.5 Accurately space words to form simple sentences.	Write from dictation or copy at least three simple sentences correctly spacing words to form sentences.	Write 3 Simple sentences that have at least 2 rhyme words	
4	R.1.1.5 Identify two-letter consonant blends and digraphs in initial and final word positions and use these to decode one and two syllable words	Identify the two-letter consonant blends (br-, sp-, cl-, -nd, -sk) and digraphs (ch, sh, th, wh) in the initial and/or final word positions and use them to read the words orally	Education.Com Worksheets on Digraphs SuperTeacher Worksheets on Digraphs Jack Hartmann Videos on Digraphs Kahoot Digraphs Quizlet Digraphs Consonant Blends and Digraphs Worksheets Worksheet Place Jack Hartmann Consonant Blends Video Kahoot Consonant Blends Consonant Blend Video Elf Mr. B Blend Them Up Video Education.Com Blends Do a version of the Fly Swatter Game Zoom: Make something simple in the kitchen that has one of the digraphs or blends you used.	W.1.1.1 Recognize and copy letters and numbers. T.6.1.1 Identify and discuss the Internet as a source of information at school and home.
			Have students come up with a short story or quick poem using given digraphs or consonant blends.	S.1.1.2 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
			Education.Com Worksheet Inflectional Endings You Tube Video Inflectional Endings	

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R.1 Print Concepts/Phonemic Awareness/Word Analysis: The student will develop and demonstrate knowledge of print concepts and phonemic awareness, word analysis, and decoding strategies to pronounce and derive meaning of words.

5	R.1.2.4 Identify words with inflectional endings (e.g., s, es, ed, ing, er, est).	Identify the inflectional endings (e.g., s, es, ed, ing, er, est) from a list of twenty words.	Ask students to tell a short story describing an invite where there are multiple people or animals.	S.2.1.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	R.1.2.6 Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm for I am).	Match ten contractions to the two words being shortened (e.g., I'm for I am) and identify ten contractions in a paragraph.	Education.Com Worksheet Contractions Jack Hartmann Contractions Video	S.2.1.3 Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences appropriate to task and situation.
			Have Students come up with a short sentence where they can use a contraction	
	S.1.1.5 Demonstrate understanding of written texts presented orally by asking and answering questions about key details and restating key elements	After reading or telling a story, ask students questions about what they just read	Super Teacher Worksheets on Contractions Kahoot.Com Contractions Search	T.2.2.1 Plan, discuss, and use keyword searches or filters using one criterion in prepared electronic databases (e.g., automated circulation, encyclopedia, etc.).
Contractions Words Game You Tube Video Mark D. Pencil Book ICE Word Family			W.1.2.1 Write short sentences from memory and dictation.	
6	R.1.2.5 Identify and use compound words.	Identify compound words in twenty sentences and make five compound words from ten one syllable words	Compound Words Free Worksheet.Com Jack Hartmann Compound Word Videos	S.2.2.3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
		Student will be able to speak audibly and in complete sentences to provide detail or clarification	Given two words, make sentence using a compound word and tell it to the class. For example. Back and pack.	
7	R.1.2.1 Identify diphthongs (e.g., ou, aw, ay) and use to decode one-syllable words.	Identify diphthongs (e.g., ou, aw, ay) and use them to decode at least twenty one-syllable words. Read the words to the instructor	Jack Hartmann Diphthongs Song Education.Co m Diphthongs	S.2.2.1 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	S.2.1.3 Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences appropriate to task and situation.	Student is able to speak audibly and in complete sentences expressing thoughts, feelings, and ideas clearly.	Have students use at least 2 diphthongs in a sentence and read them out loud to the class.	
	T.6.2.4 Use Internet resources to locate information, then discuss and compare findings for usefulness	Students should be able to discern among online resources.	In groups, assign students a search engine and have them look up a topic the class decides on (e.g., baseball or movies). Compare results from various search engines.	
	W.5.1.4 Recall information from experiences or gather information from provided sources to answer a question	Write informative and explanatory texts that meet the benchmark requirements.	Have students write down the name of the website they found information on their topic	
8	R.1.2.7 Identify and know the meaning of the most common root words, prefixes, and suffixes and use them to decode multisyllable words.	Identify the prefixes and roots in ten words, the suffixes and roots in ten words, and identify the prefixes, suffixes (or both), and roots in five words. Say the words to the instructor	Education.Com Prefix and Suffixes You Tube Videos on Prefix and Suffix Superteacher Worksheets Prefix and Suffix	S.2.1.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
		Student will be able to speak clearly at an understandable pace to report the appropriate facts or descriptive details on an assigned topic, story, or experience	Have students tell a short story and then change the suffix or prefix to change the story.	

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	R.1.2.8 Use decoding strategies (letter-sound correspondences, syllabication patterns, and morphology) to read accurately unfamiliar multisyllabic words in context and out of context	Use decoding strategies to identify syllables and decode at least ten two or three syllable words.	Breaking words into chunks by decoding. You Tube. Book example
	W.2.3.1 Capitalize titles of books, magazines, poems, songs, television shows, movies, etc.	Write a review of a book, movie, or television show using correct capitalization.	Create a list of popular books, songs, movies, television shows, etc. without using capitalization and then have students edit the list.

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Reading Curriculum Map Levels 1-2

STANDARD:	R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning and relationships among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational text.			
Weeks / Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	R.2.1.1 Demonstrate ability to read personal information (name, address, zip code, phone number, age).	<ul style="list-style-type: none"> •I will be able to recognize and read my name, address and phone number. •I will be able to write my name , address and phone number on paper •I will be able to use the computer keyboard to write my name, address and phone number onto a word document or electronic form •I will be able to enter my name, address and phone number and other personal information on an electronic database for employment purposes 	https://exchange.smarttech-prod.com/preview/27461f3a-d4fc-4dff-9fb1-c8e39b1b8416	<p>W.1.1.4 Write personal information and dates on a form.</p> <p>T.2.1.1 Identify and discuss print (e.g., phone book) and electronic databases (e.g., automated circulation system, CD-ROM encyclopedias) as a way to collect, organize, and display data.</p> <p>T.4.1.2 Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard.</p>
2	R.2.1.2 Read common high- frequency words by sight (ex. the, of, to, you, she, my, is, are, do, does).	<ul style="list-style-type: none"> •I will be able to recognize sight words when I see them •I will be able to write sight words when I see them •I will be able to click on a word when I see or hear it •I will be able to use a keyboard to type a sight word when I hear it •I will be able to match words with pictures •I will be able to use words in context with sentences 	https://essentialskills.com/sites/default/files/Scope%20and%20Sequence%20-%20Common%20Core%20Grade%202_0.pdf	<p>W.1.2.4 Write words identifying objects in the classroom, home, or workplace.</p> <p>W.2.1.8 Spell 98% of the words on the preprimer Dolch word list.</p> <p>W.1.2.1 Write short sentences from memory and dictation.</p> <p>T.4.1.2 Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard.</p>
3	R.2.2.1 Recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words.	<ul style="list-style-type: none"> *I will be able to identify words with similar meaning •I will be able to identify words with opposite meaning •I will be able to identify words with words with same spelling but different meaning •I will be able to identify words with same sound, but different spelling and different meaning • will be able to use print or online resources to locate words and their meanings •I will be able to determine the meaning of words based on context 	https://exchange.smarttech-prod.com/preview/203b18dc-25a9-4e2a-9e8d-212f5c965dab	<p>W.1.2.5 Write short sentences from memory and dictation.</p> <p>T.6.2.1 identify, discuss, and use common terms/concepts used with the Internet, e.g., online, browser, World Wide Web, digital information, URL, keyword, search engine, navigation, resources, web address, web page, hyperlinks/links, bookmarks/favorites, webmaster, etc.</p>
4	R.2.2.3 Use structural analysis (familiar word parts: base words, prefixes, and suffixes) and/or context clues to determine the meaning of an unknown word.	<ul style="list-style-type: none"> •I will be able to identify prefixes, suffixes and roots in a list of words •I will be able to define the meaning of most prefixes and suffixes •I will be able to explain how a prefix or suffix change the meaning of a word •I will be able to use context clues to determine the meaning of unknown words 	https://exchange.smarttech-prod.com/preview/203b18dc-25a9-4e2a-9e8d-212f5c965dab	<p>W.5.1.1 Use a combination of drawing, dictating, and writing to</p>

Reading Curriculum Map Levels 1-2

STANDARD:	<p>R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning and relationships among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational text.</p>	<p>suffixes and roots in a list of words</p> <ul style="list-style-type: none"> •I will be able to define the meaning of most prefixes and suffixes •I will be able to explain how a prefix or suffix change the meaning of a word •I will be able to use context clues to determine the meaning of unknown words 	<p>W.5.1.1 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name a topic, provide some facts, and provide some sense of closure.</p> <p>T.5.1.2 Use multimedia software to illustrate words, phrases, concepts, numbers, and symbols.</p>
4	<p>R.2.2.3 Use structural analysis (familiar word parts: base words, prefixes, and suffixes) and/or context clues to determine the meaning of an unknown word.</p>	<p>https://exchange.smarttech-prod.com/preview/b8c6abab-9fce-40ba-86ff-f58e4882d4d9</p> <p>https://minds-in-bloom.com/15-ways-to-teach-prefixes-and-suffixes/</p>	

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Reading Curriculum Map Levels 1-2				
R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional and informational text.				
Weeks / Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
Unit 1	R.3.2.1 Locate explicitly stated information in functional reading. Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key ideas in a text.	Using a variety of signs, invitations, or bulletins, the student will read and answer at least five questions about information that is explicitly stated in the reading.	Kahn Academy https://atlasabe.org/resources/_sft_content_topic=comprehension ReadTheory.org Readworks.org Newsela.com //mrnussbaum.com/	T.6.2.1 identify, discuss, and use common terms/concepts used with the Internet, e.g., online, browser, World Wide Web, digital information, URL, keyword, search engine, navigation, resources, web address, web page, hyperlinks/links, bookmarks/favorites, webmaster, etc.
				T.6.2.4 Use Internet resources to locate information, then discuss and compare findings for usefulness.
Unit 2	R.3.2.3 Evaluate information from simple charts, graphs, labels, and payroll stubs to answer questions.	Using sample real-life materials that contain charts, graphs, and tables, students will locate specific information found in each.		T.1.1.7 Identify and discuss technology skills needed for the workplace now and in the future and how they impact the student as an adult learner today.
				W.5.2.3 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement for section. W.5.2.1 Write informative or explanatory text in which they introduce a topic, use facts and definitions to develop points, use linking words and phrases to connect ideas with categories of information, and provide a concluding statement or section.
Unit 3	R.3.2.4 Use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text	Using newspaper headlines or other titles, students will draw at least two conclusions for each about simple written materials.		
Unit 4	R.3.1.6 Closely read a text to determine what the text says, make logical inferences from it, and cite evidence from the text to support claims.	The student will loosely read an assigned text and cite evidence to support logical inferences.		
	R.3.2.7 Closely read a complex text at the appropriate instructional level to determine what the text says, make logical inferences from it, and cite evidence from the text to support claims.	Closely read an assigned text and cite evidence to support logical inferences.		
R.4 Fluency: The student will develop and demonstrate knowledge of different reading strategies to read a variety of literary, functional, and informational text with accuracy and speed				
Weeks / Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
5	R.4.1.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.	Students will read orally, with accuracy and comprehension, texts designed for the instructional level. (echo reading, choral reading, shared reading)	https://atlasabe.org/resources/reading/reading-components/fluency/	T.6.1.1 Identify and discuss the Internet as a source of information at school and home.
			https://www.thecurriculumcorner.com/thecurriculumcorner123/fry-fluency-sentence-resources/ https://www.henryanker.com/FluencyMasters.html	T.6.2.1 Identify, discuss, and use common terms/concepts used with the Internet, e.g.,
	R.4.2.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary	Read orally, with accuracy and comprehension, a text designed for this instructional level.	Allow students to "echo" read with instructor.	
6	R.4.1.2 Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Students will use the context to clarify the meaning of three or more highlighted words in the text.	https://atlasabe.org/resources/reading/reading-components/fluency/ https://www.thecurriculumcorner.com/thecurriculumcorner123/fry-fluency-sentence-resources/	
	R.4.2.2 Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Students will to a read aloud from a selected passage and monitor for self-correction	https://www.henryanker.com/FluencyMasters.html	
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Reading Curriculum Map Levels 1-2

Learning Objective R5: Literature and Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational text

Week/Units	Benchmark Standard	Learning Target	Resources
1	R.5.1.1 Retell stories, including key details and main topic, and demonstrate understanding of their central message or lesson.	Communicate the main idea of the story with key details	Main Idea Award Winning Main Idea and Supporting Details Teaching Video What is Main Idea? - YouTube , Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.1 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Communicate the main idea of the story with key details and understand the lesson or moral	Literacy Strategy: How to Teach Retelling Understood, Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
2	R.5.1.2 Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe characters, settings and events and how items are connected within the text	Tell Me More: Characters, Settings, and Events Lesson Plan Education.com Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe characters and explain their actions	Character Traits: Ideas for Your Short Story (thoughtco.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
3	R.5.1.3 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses and be able to clarify the meaning of words and phrases.	Find key words to understanding meaning or feelings	Children's Books That Teach Kids About Emotions HuffPost Life Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Understand sequence or order	Story Sequence Classroom Strategies Reading Rockets Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
4	R.5.1.4 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Understand and can explain to others the difference between types of text	Types of Text: Narrative, Expository, Technical & Persuasive (penandthepad.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Understand sarcasm in stories	How Do We Understand Sarcasm? (frontiersin.org) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
5	R.5.1.5 Identify who is telling the story at various points in a text.	Understand the point of view of the storyteller (who is telling you about the book)	Understanding Point of View in Literature (thoughtco.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Understand parts of the story and how they related to one another	Parts of a Story: 11 MUST HAVE Story Elements to Complete a Book (self-publishingschool.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.6 Distinguish their own point of view from that of the characters in a story or author of a story/text.	Understand point of view	Four Literary Point of View Examples (penandthepad.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
6	R.3.1.6 With support, compare and contrast the adventures and experiences of characters in familiar stories and identify major events and settings in a story	Compare and contrast between more than 1 story	Comparing and Contrasting Short Stories Education.com Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.7 Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings)	Understand how images help a story	Illustrations, Text, and the Child Reader: What are Pictures in Children's Storybooks for? (wmich.edu) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
7	R.5.1.7 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast between more than 1 story	Comparing and Contrast Elementary Stories Worksheets (englishworksheetsland.com) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com

Reading Curriculum Map Levels 1-2		
Learning Objective R5: Literature and Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational text		
7	R.5.2.8 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) or compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast between more than 1 story Comparing and Contrasting Book Series Education.com Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
8	R.5.1.8 Read appropriately complex informational text, prose, and poetry for current reading level.	Read and understand on current grade level Reading: Informational Text Common Core State Standards Initiative (corestandards.org) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
	R.5.2.9 Read and comprehend informational texts (historical, scientific) and literature (stories, dramas), for the current level, independently and proficiently.	Read and understand on current grade level Reading: Informational Text Common Core State Standards Initiative (corestandards.org) Superteacher worksheets website , K5 and k12 readers, Learning Upgrade program, readworks.org , pbskids.org , starfall.com
<i>CCR Curriculum Mapping project is the result of a collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.</i>		

Mathematics Levels 1 & 2					
M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
	M.1.2.1. Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. Understand special cases.	Understand place value to three digits; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens--called a "hundred." b. The numbers 100, 200, ... 900 refer to one, two, ... nine hundreds (and 0 tens and 0 ones).	Manipulatives: Counters, including those that can be bundled; Print: <i>TABE Tutor Math Level E</i> , and <i>TABE Tutor Math Level M</i> , Paxen Publishing; <i>Number Power Series</i> , McGraw Hill; Parrish, S., <i>Number Talks: Whole Number Computation, Grades K-5</i> , Math Solutions	Foundational Standards: M.1.1.1.a., b., and c. Understand place value means that the two digits of a two-digit number represent amounts of tens and ones. Understand special cases: a. 10 can be thought of as a bundle of ten ones--called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, ...eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). M.1.1.2. Understand place value. Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. M.1.1.3. Use place value understanding and the properties of operations to add and subtract within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, and ones and ones; and sometimes it is necessary to compose a ten.	<i>Leading with Level 2, but some classes may need to start with Level 1.</i>
1	M.1.2.4. Compare two three-digit numbers based on meanings of hundreds, tens, and ones digits.	Use $>$, $=$, $<$ symbols to record the results of comparisons.	Online: (contract required): Essential Education TABE Academy http://essentialed.com/ ; (Free): Khan Academy http://khanacademy.org/	Helpful Technology standards, recommended for use with distance learning programs or requests for "homework": T.4.1.1. Identify basic word processing terms. T.4.1.2. Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard. T.4.1.3. Identify, discuss, and use word processing as a tool to enter letters, numbers, words and phrases. T.4.1.5. Demonstrate correct finger placement for home row keys. T.2.2.1. Plan, discuss, and use keyword searches or filters using one criterion in prepared electronic databases (e.g., automated circulation, encyclopedia, etc.). Discuss, and use keyword searches or filters using one criterion in prepared electronic databases (e.g., automated circulation, encyclopedia, etc.). T.6.1.3. Explore Internet resources and information and discuss the variety and types of information found. T.6.1.4. Identify, discuss, and chart elements that make an online resource useful, appropriate, and safe. T.6.2.1. Identify, discuss, and use common terms/concepts used with the Internet, e.g., online, browser, World Wide Web, digital information, URL, keyword, search engine, navigation, resources, web address, web page, hyperlinks/links, bookmarks/favorites, webmaster, etc. T.6.2.4. Use Internet resources to locate information, then discuss and compare findings for usefulness.	<i>Resources can be used throughout and interchanged.</i>

Mathematics Levels 1 & 2					
M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
	M.1.2.6. Add and subtract within 1000.	Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	(Courtesy of Trista Vickers): https://www.commoncoresheets.com/SortedByGrade/ ; https://www.education.com/common-core/ ; https://www.mathgames.com/worksheets	Introduce Algebraic Thinking and Algebra as tolerated: M.5.1.2. Understand subtraction as an unknown-addend problem. M.5.1.6. Represent and solve problems involving addition and subtraction. Solve word problems that call for addition and subtraction of whole numbers less than or equal to 20. Apply commutative property of addition and associative property of addition to add. Understand subtraction as an unknown-addend problem. M.5.2.1. Represent and solve problems involving addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem..	If necessary: M.1.1.4. Use properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Subtract multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2	M.1.2.5. Add up to four two-digit numbers.	Use strategies based on place value and properties of operations.	Print: <i>TABE Tutor Math Level E</i> and <i>TABE Tutor Math Level M</i> , Paxen Publishing; <i>Number Power Series</i> , McGraw Hill; Parrish, S., <i>Number Talks: Mental Math and Computation Strategies</i> , Math Solutions	Incorporate Algebraic Thinking, as tolerated: M.5.1.3. Add and subtract with 20. Relate counting to addition and subtraction (e.g., by counting on 2, to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction with 10. Use strategies such as counting on; making ten (e.g., $8+6 = 8+2+4 = 10+4 = 14$); decomposing a number leading to a ten (e.g., $13-4 = 13-3-1 = 10-1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8+4 = 12$, one knows $12-8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$). M.5.1.4. Work with addition and subtraction. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. M.5.1.5. Work with addition and subtraction. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. Incorporate: M.1.2.9.b. Use place value understanding and properties of operations to perform multi-digit arithmetic. b. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.	<i>Resources can be used throughout and interchanged.</i>
	M.1.2.7. Use place value understanding and properties of operations to add and subtract.	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.			

Mathematics Levels 1 & 2					
M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
	M.1.2.9.a. Use place value understanding and properties of operation to perform multi-digit arithmetic involving rounding whole numbers.	a. Use place value understanding to round whole numbers to the nearest 10 or 100.			
3	M.1.2.2. Count within 1000.	Skip-count by 5s, 10s, and 100s.	<p>Online: (contract required): Essential Education, TABE Academy http://essentialed.com/; (Free): Khan Academy khanacademy.org</p>	<p>Revisit M.1.1.1.c. Understand place value means that the two digits of a two-digit number represent amounts of tens and ones. Understand special case: c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). M.1.2.1.b. Understand place value to three digits; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special case: b. The numbers 100, 200, ... 900 refer to one, two, ... nine hundreds (and 0 tens and 0 ones). Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. Understand special cases. Incorporate Algebra: M.5.2.8. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>	<p><i>Both Essential Education and Khan Academy address Number Sense and Operations Skills and apply to all units.</i></p>
	M.1.2.10 Multiply one-digit whole numbers by multiples of 10 in range 10-90 (e.g., 9x80, 5x60).	Multiply using strategies based on place value and properties of operations.	<p>Manipulatives: Counters, including those that can be bundled; Print: <i>TABE Tutor Math Level E</i>, and <i>TABE Tutor Math Level M</i>, Paxen Publishing; <i>Number Power Series Whole Numbers</i>, McGraw Hill; Parrish, S., <i>Number Talks: Whole Number Computation, Grades K-5</i>, Math Solutions</p>	<p>Algebra M.5.2.3.a. Multiply and divide within 100. a. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers. M.5.2.7. Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p><i>Resources can be used throughout and interchanged.</i></p>

Mathematics Levels 1 & 2

M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.

Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
4	<p>Algebra M.5.2.2.a. and b. Represent and solve problems involving multiplication and division.</p>	<p>a. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. b. Interpret whole-number quotients of whole numbers, e.g., interpret $56/8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>	<p>Manipulatives: Counters of equal size: coins, craft balls, algebra tiles, graph paper; Print: <i>Number Power Pre-Algebra</i>, McGraw Hill; Online: (contract required): Essential Education, TABE Academy http://essentialed.com/; (Free): Khan Academy http://khanacademy.org/; https://www.google.com/; https://www.youtube.com/</p>	<p>T.1.2.2. Recognize, discuss, and model appropriate, responsible, ethical, and safe use of computers, mobile phones, wireless networks, LANs, and digital information (e.g., security, privacy, passwords, personal information), and recognize possible consequences of unethical behavior.</p>	<p><i>I've thrown this Algebra into the Number Sense and Operations unit as preview.</i></p>
	<p>M.1.2.11 Understand a fraction $1/b$.</p>	<p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>	<p>Manipulatives: Fraction bars, pie, and stackable; graph or other paper; Print: <i>TABE Tutor Math Level E</i>, and <i>TABE Tutor Math Level M</i>, Paxen Publishing; <i>Number Power Series Fractions, Decimals and Percents</i>, McGraw Hill; Parrish, S., <i>Number Talks: Whole Number Computation, Grades K-5</i>, Math Solutions</p>		<p><i>Resources can be used throughout and interchanged. Both Essential Education and Khan Academy address Number Sense and Operations Skills and apply to all units.</i></p>

Mathematics Levels 1 & 2

M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.

Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
5	M.1.2.12.a. and b. Understand a fraction as a number on a number line.	<p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	<p>Manipulatives: Rulers and graph paper; Print: <i>TABE Tutor Math Level E</i>, and <i>TABE Tutor Math Level M</i>, Paxen Publishing; <i>Number Power Series Fractions, Decimals and Percents</i>, McGraw Hill; <i>Clothesline Math, The Master Number Sense Maker</i>, Shore, C., Teacher Created Materials</p>		<i>Resources can be used throughout and interchanged.</i>
6	M.1.2.13. c. and d. Explain equivalence of fractions and compare fractions by reasoning about their size.	<p>c. Understand two fractions as equivalent (equal) if they are the same size, or the same point on the number line.</p> <p>d. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	<p>Manipulatives: Fraction bars, pie, stackable, and play money including coins and bills; graph paper; Online: (Courtesy of Trista Vickers) https://www.biglearners.com/common-core/worksheets/; https://www.commoncoresheets.com/SortedByGrade.php; https://www.education.com/common-core/; https://www.mathgames.com/worksheets/</p>		<i>Both Essential Education and Khan Academy address Number Sense and Operations Skills and apply to all units.</i>

Mathematics Levels 1 & 2

M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.

Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
7	<p>M.1.2.13.e. Explain equivalence of fractions in cases involving whole numbers and compare fractions by reasoning about their size.</p>	<p>e. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>Manipulatives: Fraction bars, pie, stackable, and play money including coins and bills; graph paper; Online: (Courtesy of Trista Vickers) https://www.biglearners.com/common-core/worksheets/; https://www.commoncoresheets.com/SortedByGrade.php; https://www.education.com/common-core/; https://www.mathgames.com/worksheets/</p>		<p><i>Resources can be used throughout and interchanged.</i></p>
8	<p>M.1.2.13.f. Explain equivalence of fractions in cases involving two fractions with the same numerator or the same denominator by reasoning about their size.</p>	<p>f. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Manipulatives: Fraction bar and pie; graph and construction paper of different sizes; Print: <i>TABE Tutor Math Level E</i>, and <i>TABE Tutor Math Level M</i>, Paxen Publishing; <i>Number Power Series Fractions, Decimals and Percents</i>, McGraw Hill; <i>Clothesline Math</i>, <i>The Master Number Sense Maker</i>, Shore, C., Teacher Created Materials</p>		<p><i>Both Essential Education and Khan Academy address Number Sense and Operations Skills and apply to all units.</i></p>

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Mathematics Levels 1 & 2					
M.2 Measurement: Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
1	M.2.1.1. Measure lengths indirectly and by iterating length units.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	<p>Materials: Common items of various lengths found in classroom/households/or carried by students not usually used as measurement tools.</p> <p>Online: (Courtesy of Trista Vickers) https://www.k5learning.com/free-math-worksheets; https://www.edhelper.com/</p>		<i>Resources can be used throughout and interchanged.</i>
	M.2.1.2. Measure the length of an object twice.	Use length units of different lengths for the two measurements and describe how the measurements relate to the size of the unit chosen.	<p>Tools: yardsticks, and measuring tapes.</p>		
	M.2.2.1. Measure and estimate lengths in standard units.	Estimate length units using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of standard length unit.	<p>Tools: Standard and metric unit rulers, yardsticks, and measuring tapes.</p>		
2	M.2.2.2. Relate addition and subtraction to length.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	<p>Online: (Contract required): Essential Education, TABE Academy http://essentialed.com/ (Free): Khan Academy http://khanacademy.org/.</p>	<p>Helpful Technology standards, recommended for use with distance learning programs or requests for "homework": T.4.1.1. Identify basic word processing terms. T.4.1.2. Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard. T.4.1.3. Identify, discuss, and use word processing as a tool to enter letters, numbers, words and phrases. T.4.1.5. Demonstrate correct finger placement for home row keys. T.2.2.1. Plan, discuss, and use keyword searches or filters using one criterion in prepared electronic databases (e.g., automated circulation, encyclopedia, etc.). Discuss, and use keyword searches or filters using one criterion in prepared electronic databases (e.g., automated circulation, encyclopedia, etc.). T.6.1.3. Explore Internet resources and information and discuss the variety and types of information found. T.6.1.4. Identify, discuss, and chart elements that make an online resource useful, appropriate, and safe. T.6.2.1. Identify, discuss, and use common terms/concepts used with the Internet, e.g., online, browser, World Wide Web, digital information, URL, keyword, search engine, navigation, resources, web address, web page, hyperlinks/links, bookmarks/favorites, webmaster, etc. T.6.2.4. Use Internet resources to locate information, then discuss and compare findings for usefulness.</p>	<i>Both Essential Education and Khan Academy address Measurement Skills and apply to all units.</i>

Mathematics Levels 1 & 2					
M.2 Measurement: Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
3	M.2.2.3. Solve problems involving measurement and estimation of intervals of time.	Tell and write time to the nearest minute and measure time intervals in minutes.	Online: (Courtesy of Trista Vickers) https://www.education.com/worksheets/third-grade/geometry/ ; https://www.edhelper.com/ ; https://www.k5learning.com/free-math-worksheets		<i>Resources can be used throughout and interchanged.</i>
4	M.2.2.4. Solve problems involving measurement and estimation of liquid volumes and masses of objects.	Use standard units of grams (g), kilograms (kg), and liters (l) to measure and estimate liquid volumes and masses of objects. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Print: <i>TABE Tutor Math Level E</i> and <i>TABE Tutor Math Level M</i> , Paxen Publishing; <i>Number Power Series Measurement</i> , McGraw Hill; <i>Number Talks: Whole Number Computation, Grades K-5</i> , Math Solutions Online: https://www.google.com/ ; https://www.youtube.com/	T.1.2.2. Recognize, discuss, and model appropriate, responsible, ethical, and safe use of computers, mobile phones, wireless networks, LANs, and digital information (e.g., security, privacy, passwords, personal information), and recognize possible consequences of unethical behavior.	
5	M.2.2.5.a., b., and c. Geometric measurement: Understand concepts of area and relate to area of multiplication and addition.	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with a side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure, which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. c. Measure areas by counting unit squares (square cm, square m, square ft, and improvised units).	Print: <i>TABE Tutor Math Level E</i> and <i>TABE Tutor Math Level M</i> , Paxen Publishing; <i>Number Power Series Geometry</i> , McGraw Hill; <i>Number Talks: Whole Number Computation, Grades K-5</i> , Math Solutions Online: (Courtesy of Trista Vickers) https://www.education.com/worksheets/third-grade/geometry/		

Mathematics Levels 1 & 2					
M.2 Measurement: Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems.					
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
6	M.2.2.6.a. Geometric measurement: Relate area to operations of multiplication and addition.	a. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Print: <i>TABE Tutor Math Level E</i> and <i>TABE Tutor Math Level M</i> , Paxen Publishing; <i>Number Power Series Geometry</i> , McGraw Hill; <i>Number Talks: Whole Number Computation, Grades K-5</i> , Math Solutions		<i>Resources can be used throughout and interchanged.</i>
7	M.2.2.6.b. Geometric measurement: Relate area to operations of multiplication and addition.	b. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property of mathematical reasoning.	Online: (contract required): Essential Education TABE Academy http://essentialed.com/ ; (Free): Khan Academy http://khanacademy.org/ (Courtesy of Trista Vickers) https://www.education.com/worksheets/ ;		
8	M.2.2.7. Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Online: (Courtesy of Trista Vickers) https://www.commoncoresheets.com/SortedByGrade/ ; https://www.education.com/common-core/ ; https://www.mathgames.com/worksheets/ ; https://www.education.com/worksheets/ ;		
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Mathematics Curriculum Map Levels 1-2

M.3 Geometry: Students will develop and apply concepts of geometric properties, relationships, and methods to explore, analyze, and solve mathematical and real-life problems.

Weeks/Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
1	M.3.1.1 Analyze, compare, create, and compose shapes. Analyze and compare two and three dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, and parts.	(e.g., number of sides and multiple examples of each shape, vertices/"corners") and other attributes (e.g., having sides of equal length). To identify names of shapes with pictures, draw the shape, and describe the shape.	https://www.commoncoresheets.com/SortedByGrade.php?Sorted=5g4 k-5learning.com www.mathgames.com	T.1.1.6 Investigate computer/technology-related careers and occupations from the past, present, and future. Students should be able to identify how careers have changed over the past 100 years due to technology. T.1.1.7 Identify and discuss technology skills needed for the workplace now and in the future and how they impact the student as an adult learner today.	Resources can be interchanged. The following game resources are applicable to most mathematics benchmark standards: learningupgrade.com splashlearn.com
	M.3.2.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces.	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes using the properties of 2-D and 3-D figures.	www.superteacherworksheets.com https://www.education.com/common-core/CCSS.MATH.CONTENT.2.G.A.1/worksheets/		
2	M.3.1.2 Reason with shapes and their attributes. Compose two dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders).	To create a composite shape, and compose new shapes from the composite shape. Each given shape should be used at least once and all shapes may be used more than once.	https://www.learningyay.com/first-grade/three-dimensional-shapes-worksheet/ https://www.biglearners.com/common-core/worksheets/grade-1/math/geometry/1.g.a www.math-salamanders.com	The teacher can choose a mathematics related career and have students list either on a chart, the board, or paper technology skills needed for that job. For example, an architect or accountant.	
	M.3.2.3 Reason with shapes and their attributes. Partition shapes into parts with equal areas.	Express the area of each part as a unit fraction of the whole. Match the shares of circles and rectangles with the words that describe the shares.	www.edhelper.com http://prek-8.com/math/GeometryWorksheets.php		
	M.3.2.4 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).	Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	https://www.biglearners.com/common-core/worksheets/grade-2/math/geometry/2.g.a		

M.4 Data Analysis, Statistics, and Probability: Students will develop and apply concepts of data analysis, statistics, and probability to explore, analyze, and solve mathematical and real-life problems.

3	M.4.1.1 Identify and name various simple visual data (graphs, charts, tables) found in authentic publications.	Identify, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.	https://www.mathworksheets4kids.com/statistics.php www.123homeschoolforme.com www.mathinenglish.com	T.3.1.3 Identify and discuss spreadsheet terms and concepts. Students should be able to identify the parts of a spreadsheet (columns, rows, cells, formula bar, charts). Students should be able to recognize the difference among bar graphs, line graphs, and pie charts. T.3.2.1 Modify data in a prepared spreadsheet and observe the changes that occur to make predictions. Students should be able to enter data and predict and understand how the change will affect other data in the spreadsheet.	Resources can be interchanged. The following game resources are applicable to most mathematics benchmark standards: learningupgrade.com splashlearn.com
	M.4.1.2 Organize, represent, and interpret data with up to three categories.				
4	M.4.2.1 Create a picture graph and a bar graph (with single-unit scale).	Create a scaled picture graph and a scaled bar graph to represent the given data with up to four categories	www.education.com www.enchantinglearning.com www.commoncoresheets.com		
	M.4.2.3 Solve one and two-step problems using information presented in scaled bar.	Given a scaled bar graph, answer questions "how many more" and "how many less" about the graph.	T.3.1.3 - Google Sheets for Beginners www.youtube.com/watch?v=bPTait_B2NI T.3.2.1 - Microsoft Office 365 Excel Open 'The Tour' Template www.youtube.com/watch?v=CgO-FYBDWFs		

M.5 Algebraic Thinking: Students will develop and apply concepts of basic algebra, patterns, relationships, expressions, equations and functions to explore, analyze, and solve mathematical and real-life problems.

5	M.5.1.1 Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract. Rewrite or identify the expressions using the indicated property. Demonstrate the commutative and associative properties. Examples: $8+3=11$ then $3+8=11$, $2+6+4 = 2+10=12$	https://www.biglearners.com/common-core/worksheets/grade-1/math/operations-algebraic-thinking/1.oa.b.3 www.mathworksheets4kids.com www.learningyay.com		
6 & 7	M.5.1.3 Add and subtract with 20. Relate counting to addition and subtraction. Add and subtract within 20, demonstrating fluency for addition and subtraction with 10.	Use strategies such as counting on (e.g., by counting on 2 to add 2) making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Students use objects, pictures and tallies.	www.theteacherscafe.com www.k5learning.com www.education.com www.worksheetfun.com (tally marks)	T.4.1.3 Identify, discuss, and use word processing as a tool to enter letters, numbers, words, and phrases.	Resources can be interchanged. The following game resources are applicable to most mathematics benchmark standards:
8	M.5.1.4 Work with addition and subtraction. Understand the meaning of the equal sign	Determine if equations involving addition and subtraction are true or false. For example, $8 + _ = 9$, $_ + 5 = 7$, $10 - 3 = _$, $10 - _ = 6$, etc	https://www.education.com/common-core/CCSS.MATH.CONTENT.1.OA.D.7/worksheets/ https://www.learningyay.com/first-grade/true-or-false-subtraction-worksheet/ https://www.biglearners.com/common-core/worksheets/grade-1/math/operations-algebraic-thinking/1.oa.d.1	Use the enter key and arrow keys to go from one line to another. They should know how to enter numbers.	learningupgrade.com splashlearn.com
	M.5.1.5 Work with addition and subtraction. Determine the unknown whole number in an addition or subtraction equations.	Relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$	https://www.biglearners.com/common-core/worksheets/grade-1/math/operations-algebraic-thinking/1.oa.d.2		
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Mathematics Curriculum Map Levels 1-2

M.5 Algebraic Thinking: Students will develop and apply concepts of basic algebra, patterns, relationships, expressions, equations and functions to explore, analyze, and solve mathematical and real-life problems.

Weeks/Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Comments
1	M.5.1.6 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition and subtraction of whole numbers less than or equal to 20.	Apply commutative property of addition and associative property of addition to add. Understand subtraction as an unknown-addend problem.	www.biglearners.com/common-core/worksheets/grade-1/math/operations-algebraic-thinking/1.0a.a.1 www.commoncoresheets.com/SortedByGrade.php?Sorted=10a1 www.math-aids.com	T.5.2.1 Identify, discuss, and use common multimedia terms and concepts. Students should know multimedia terms such as slide/card, link/button, text box, navigation buttons, transition, storyboard, sequential, nonlinear/branching, audio clips, video clips, images, links/hyperlinks.	Resources can be interchanged. The following game resources are applicable to most mathematics benchmark standards: learningupgrade.com splashlearn.com
2	M.5.2.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems	Involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	www.biglearners.com/common-core/worksheets/grade-1/math/operations-algebraic-thinking/1.0a.a.2 www.mashupmath.com		
3	M.5.2.3 Multiply and divide within 100.	a. Using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers.	www.commoncoresheets.com/SortedByGrade.php?Sorted=30a7 www.math-drills.com www.education.com www.dadsworksheets.com		
		b. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	www.teacherspayteachers.com 24 Multiplication and Division Word Problems FREEBIE www.biglearners.com/common-core/worksheets/grade-3/math/operations-algebraic-thinking/3.0a.a.3 www.commoncoresheets.com/SortedByGrade.php?Sorted=30a3		
5	M.5.2.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers	Determine the unknown number that makes the equation true. For example, $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	https://www.commoncoresheets.com/SortedByGrade.php?Sorted=30a4 www.teachersherpa.com www.helpingwithmath.com		
	M.5.2.5 Understand properties of multiplication and the relationship between multiplication and division.	Apply properties of operations as strategies to multiply and divide, i.e., use properties to fill in blanks or rewrite complete problems.	https://www.education.com/lesson-plan/division-and-multiplication-relationship/ https://www.math-salamanders.com/multiplication-facts-worksheets.html		

6 & 7	M.5.2.6 Understand division as an unknown-factor problem.	Present in different formats (i.e., horizontal and vertical) using numbers 0-12.	https://www.youtube.com/watch?v=njOY1_QgsP0 www.woojr.com www.k5learning.com www.math-drills.com	<p>T.6.2.1 Identify, discuss, and use common terms/concepts used with the Internet, e.g., online, browser, World Wide Web, digital information, URL, keyword, search engine, navigation, resources, web address, web page, hyperlinks/links, bookmarks/favorites, webmaster, etc.</p> <p>Students should be able to enter a web page address and go to the web page for that address, understand how links work, and search for information using a search engine. They should be able to make a bookmark or favorite of that web page</p>	<p>Resources can be interchanged.</p> <p>The following game resources are applicable to most mathematics benchmark standards:</p> <p>learningupgrade.com</p> <p>splashlearn.com</p>
	M.5.2.7 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. .	Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding using two digit whole numbers.	https://www.teacherspayteachers.com/Product/FREE-2-Step-Word-Problems-Using-the-Four-Operations-2469984 https://www.commoncoresheets.com/SortedByGrade.php?Sorted=30a8 https://www.commoncoresheets.com/Multistep.php		
8	M.5.2.8 Identify arithmetic patterns (including patterns in the addition table or multiplication table).	Identify the next number or item in repeating patterns and explain them using properties of operations.	https://randolphcc-my.sharepoint.com/:p:/g/personal/tlvickers_randolph_edu/EaG5sps6oHFMnZmBlgdbKdcBbouYUjKG9bPcMyRg51cSfg?e=SUZwSO https://www.teacherspayteachers.com/Product/Patterns-of-Multiplication-Common-Core-Standards-401116?st=1ebef7820aa8ac117dbba77066e45e8d https://www.commoncoresheets.com/SortedByGrade.php?Sorted=30a9		

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Mathematics Levels 3 & 4

M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	1.4.1	Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi digit whole number, a digit in one place represents ten times what it represents in the place to its right and 1/10 of what it represents in the place to its left. Fluently add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division Carolina Coach, Math 1 Purple Math https://www.free-training-tutorial.com/negative-numbers-games.html https://www.educationalappstore.com/blog/10-best-apps-improve-math-skills-adults-2019/	
2	1.4.2	Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division Carolina Coach, Math 1 Purple Math https://www.free-training-tutorial.com/negative-numbers-games.html https://www.hippocampus.org/	
3	1.4.3	Use place value understanding to round multi-digit whole numbers to any place. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 and a common factor as a multiple of a sum of two whole numbers with no common factors.	Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division Carolina Coach, Math 1 Purple Math https://www.free-training-tutorial.com/negative-numbers-games.html https://www.hippocampus.org/	

<p>4</p>	<p>1.4.8</p>	<p>Fluently add and subtract multi-digit whole numbers using the standard algorithm. Multiply a whole number up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + -q$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division Carolina Coach, Math 1 Purple Math</p> <p>https://www.free-training-tutorial.com/negative-numbers-games.html</p> <p>https://www.hippocampus.org/</p>	
<p>5</p>		<p>Read, write, and compare decimals to thousandths. Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm. Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. c.</p>	<p>Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division North Carolina Coach Math 1 Purple Math</p>	

	1.4.7	<p>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. d. Distinguish comparisons of absolute value from statements about order. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>https://www.free-training-tutorial.com/negative-numbers-games.html</p> <p>https://www.hippocampus.org/</p>	
6	1.3.16	<p>Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division North Carolina Coach Math 1 Purple Math</p>	
7	1.4.9	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. b. Interpret division of a whole number by a unit fraction, and compute such quotients. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not 0, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>	<p>Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division Carolina Coach Math 1 Purple Math</p> <p>https://www.free-training-tutorial.com/negative-numbers-games.html</p> <p>https://www.hippocampus.org/</p>	

8	1.4.17	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).</p> <p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e. g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. c. Find a percent of a quantity as a rate per 100, solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>Use proportional relationships to solve multistep ratio and percent problems.</p>	<p>Score Boost TABE Score Boost CASAS Steck Vaughn Mathematical Reasoning Khan Academy Essential Ed Kaplan HiSet Exam Prep Number Power Fractions & Percents Number Power Addition, Subtraction, Multiplication, & Division North Carolina Coach, Math 1 Purple Math</p> <p>https://www.free-training-tutorial.com/negative-numbers-games.html</p> <p>https://www.hippocampus.org/</p>	
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Mathematics Levels 3 & 4				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	2.3.1 and 2.4.1	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems (by using an equation with a symbol for the unknown angle measure). Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	
2	2.3.2 and 2.4.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. Calculate the perimeter and area of basic irregular or composite shapes, i.e., shapes formed by a combination of rectangles and triangles using formulas provided.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	
3	2.3.3 and 2.3.4	Convert like measurement units within a given measurement system. Convert among different sized standard measurement units within a given measurements system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world and mathematical problems. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	
4	2.3.5	Understand concepts of angle and measure angles. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle" and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. c. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Number Power Geometry TABE Tutor Math Levels M and D	
5	2.3.6	Understand concepts of volume and relate volume to multiplication and to addition. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. c. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	
6	3.3.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	

7	3.3.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	
8	3.3.4 and 3.4.2	Solve real world and mathematical problems involving area, surface area, and volume. a. Know the formulas for the area and circumference of a circle and use them to solve problems; given an informal derivation of the relationship between the circumference and area of a circle. b. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. c. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms	Number Power Geometry TABE Tutor Math Levels M and D Steck-Vaughn Pre-GED Test Preparation Mathematical Reasoning Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test Student Book and Work Book	

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Mathematics Levels 3 & 4

M.4.3 and M.4.4 Data Analysis, Statistics, and Probability

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	4.3.2	Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Develop understanding of statistical variability. Understand that a set of data collected to answer statistical questions has a distribution which can be described by its center, spread, and overall shape and recognize that a measure of variation describes how its values vary with a single number.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	T.3.1.1 Identify spreadsheets as a tool for organizing information.
2	4.4.1	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurements. c. Giving quantitative measures of center (median and/or mean) variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distributions and the context in which the data was gathered.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	
3	4.3.6	Represent and Interpret data. Make a line plot to display a data set including data sets involving fractions. Solve problems involving information presented in line plots. Investigate chance processes. Develop an understanding of events as certain, impossible, likely, or unlikely to occur. Understand that probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Determine the probability for at least three basic events and express the result as a ratio, fraction, or percent.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	

4	4.4.2	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	T.3.1.2 Recognize, discuss, and investigate how spreadsheets are used to process information (e.g., organize, calculate, graph data, solve problems, make predictions, and present data) in a variety of settings (e.g., schools, government, business, industry, mathematics, communications, transportation, science).
5	4.4.4	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as lists, tables and tree diagrams. Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	
6	4.4.5	a. Understand that statistics can be used to gain information about a population by examining a sample of the population. Understand that random sampling tends to produce representative samples and support valid inferences.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	
7	4.4.6	a. Understand that statistics can be used to gain information about a population by examining a sample of the population. Understand that random sampling tends to produce representative samples and support valid inferences. b. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3	

7	4.4.6			
8	4.4.7	<p>a. Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p>b. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>TABE Tutor Math Level M and D Steck Vaughn Mathematical Reasoning Student Book Pre-GED Level Number Power Series Data and Statistics Breakthrough to Math Level 2 and 3</p>	<p>T.3.2.3 Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets.</p>

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Mathematics Levels 3 & 4

Standard: M.5.3 and M.5.4				
Weeks/ Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
Week 1	5.3.4 Define factors and multiples Find factor pairs for whole numbers 1-100	-Understand the difference between a factor and a multiple -Identify pairs of factors for 1-100	Khan Academy search factors and multiples; also search factor pairs https://www.khanacademy.org/math/pre-algebra/pre-algebra-factors-multiples/pre-algebra-factors-mult/e/factor-pairs Power Math Tutor Series: Pre-Algebra pp. 1-8	M.1.4.3
	5.3.5 Determine if a whole number 1-100 is a multiple of a one-digit number Determine if a whole number 1-100 is prime or composite	-Be able to tell if a whole number between 1 and 100 is a multiple of a number 1-9 -Understand prime and composite numbers -Identify prime numbers from 1-100	Divisibility Rules Chart http://www.mpsaz.org/rmre/grades/grade5/homework_help/files/1-hmwk_divisibility.pdf https://byjus.com/maths/prime-and-composite-numbers/	
	5.3.1 Use the four operations with whole numbers to solve problems	-Identify the operation needed to solve a given problem -Solve whole number problems involving addition, subtraction, multiplication, and division	Achieving TABE Success Level M Number Power Word Problems	M.2.2.4 M.5.2.1
Week 2	5.3.3 Solve multi-step word problems with whole numbers, including problems in which remainders must be interpreted Represent these problems using equations with variables Use mental math and estimation strategies including rounding to assess reasonableness of answers	-Solve whole number problems with two or more steps -Solve problems in which a remainder is used to determine the answer -Write equations from word problems -Estimate answers to problems using mental math and rounding -Discuss if an answer is reasonable and why	Number Power Intermediate 2 pp. 23-27 Number Power Word Problems https://www.dadsworksheets.com/worksheets/word-problems/division-with-remainders-word-problems-4-v1.html Essential Math Skills pp. 23-30	M.5.2.7

week 2	<p>5.4.3 Solve multi-step real-life problems with positive and negative rational numbers Apply properties of operations to calculate numbers in any form (whole numbers, decimals, and fractions) Use mental math and estimation strategies including rounding to assess reasonableness of answers</p>	<p>-Solve multi-step real world problems that involve a combination of positive and negative numbers -Solve problems that contain whole numbers, fractions, and decimals -Estimate answers to problems using mental math and rounding -Discuss if an answer is reasonable and why</p>	<p>Number Power Intermediate 2 pp. 64-66 Power Math Tutor Series: Word Problems Khan Academy: Integer Word Problems</p>	<p>M.1.4.4 M.1.4.5</p>
Week 3	<p>5.3.7 Write and interpret numerical expressions Use parentheses, brackets, and braces and evaluate expressions containing these symbols</p>	<p>-Write expressions from phrases -Explain what given expressions mean -Write and evaluate expressions that use parentheses, brackets, and braces</p>	<p>Number Power Pre-Algebra pp. 40-41 Number Power Algebra pp. 38-39 Common Core Basics: Arithmetic Expression pp. 36-37</p>	
	<p>5.3.9 Write, read, and evaluate expressions Identify parts of an expression using mathematical terms: sum, term, factor, quotient, coefficient Evaluate expressions for specific values of their variables</p>	<p>-Identify the terms sum, term, factor, quotient, coefficient -Use these terms when discussing expressions -Read, write, and evaluate expressions from statements using these terms</p>	<p>Number Power Intermediate 2 pp. 99-100 . Number Power Pre-Algebra pp. 142-143 . Number Power Intermediate 1 pp. 103-104 . Number Power Algebra pp. 44-46 . Transitions: Preparing for College Mathematics pp. 28-31 . https://virtualnerd.com/common-core/grade-6/6_EE-expression-equations/A/2/2b</p>	
	<p>5.3.10/5.4.1 Use properties of expressions to generate equivalent expressions Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients</p>	<p>-Identify and create equivalent expressions -Add and subtract expressions -Factor expressions -Expand expressions</p>	<p>Khan Academy: Equivalent Expressions . https://www.varsitytutors.com/common_core_7th_grade_math-help/apply-properties-of-operations-to-expand-linear-expressions-with-rational-coefficients-ccss-math-content-7-ee-a-1</p>	<p>M.5.4.2</p>

	<p>5.4.5 Work with radical and integer expressions, applying the properties of integer exponents to generate equivalent numerical expressions</p>	<p>-Learn the properties of integer exponents (what you do with the exponent when you add, subtract, multiply, or divide) -Use these properties to write equivalent expressions</p>	<p>Khan Academy: radical expressions, integer expressions</p> <p>Transitions: Preparing for College Mathematics pp. 119-122</p>	
	<p>5.3.12 Reason about and solve one-variable equations and inequalities Use substitution to determine whether a given number in a set makes an equation or inequality true</p>	<p>-Be able to discuss reasonable answers to simple equations and inequalities -Solve equations and inequalities with one variable -Given a value for a variable, determine whether an equation or inequality is true</p>	<p>Essential Math Skills pp.101-116</p> <p>https://www.khanacademy.org/math/algebra-home/alg-basic-eq-ineq</p> <p>Transitions: Preparing for College Mathematics pp. 32-37</p>	M.5.2.4
Week 4	<p>5.4.4 Use variables to represent quantities in real-world or mathematical problems Construct simple equations and inequalities to solve problems by reasoning Fluently solve word problems whose equations are in the form $px + q = r$ and $p(x + q) = r$ Solve word problems leading to inequalities in the form $px + q > r$ and $px + q < r$, where p, q, and r are specific rational numbers Graph the solution set of the inequality and interpret it in the context of the problem</p>	<p>-Write equations in which the unknown is a quantity such as gallons of gas, number of students, miles driven, etc. -Create equations and inequalities to solve -Solve word problems in the form indicated (equalities and inequalities) -Graph the solution set of inequalities on a number line -Given the graph of an inequality, be able to explain what it means</p>	<p>Number Power Algebra</p> <p>Student-generated equations and inequalities</p> <p>https://www.youtube.com/watch?v=C78-h0FRF2o</p> <p>Common Core Achieve: Mathematics pp. 106-112</p>	M.5.3.1 M.5.3.13

<p>Week 5</p>	<p>5.3.15 Write an inequality in the form $x > c$ or $c < x$ to represent a restraint or condition in a real-world mathematical problem. Recognize that inequalities of this form have infinitely many solutions and represent solutions of such inequalities on a number line</p>	<p>-Given a real-world math problem with a condition, write an inequality to represent it. -Be able to give multiple solutions to a given inequality -Be able to tell if a given answer satisfies the graph of an inequality</p>	<p>https://content.nroc.org/Algebra.HTML5/U05L1T3/TopicText/en/text.html</p>	
	<p>5.4.9 Solve linear equations in one variable Provide examples of linear equations in one variable with one solution, infinitely many solutions, and no solutions.</p>	<p>-Define linear equation -Demonstrate linear equations with one solution, many solutions, and no solutions -Give examples of each (one solution- $x+4=6$; no solution- $x=x+1$; infinite solutions- $2x=2x$)</p>	<p>Essential Math Skills pp. 117-124 Transitions: Preparing for College Mathematics pp. 48-54 https://www.expil.com/t/equations-with-no-solutions-or-infinitely-many-4220</p>	
	<p>5.4.6 Use square root and cube root symbols to represent solutions to equations in the form $x^2 = p$ and $x^3 = p$ where p is a positive rational number Evaluate square roots of small perfect squares and cube roots of small perfect cubes Explain why the square root of 2 is irrational</p>	<p>-Demonstrate how to write a square root and a cube root -Be able to give the square root of small perfect squares (9, 16, 25, etc.) and cube root of small perfect cubes (8, 27, 64, etc.) -Understand what an irrational number is and explain why the square root of 2 is irrational</p>	<p>Common Core Basics: pp. 250- 259 https://www.mathsisfun.com/numbers/square-root-2-irrational.html https://www.youtube.com/watch?v=VNZoB0qao1U</p>	<p>M.1.4.12</p>

<p>Week 6</p>	<p>5.4.7 Use scientific notation to express a very large or very small quantity the form of a single digit times an integer power of 10 Perform operations with numbers expressed in scientific notation including problems where both decimals and scientific notation are used Interpret scientific notation that has been generated by technology</p>	<p>-Explain why and when scientific notation is used -Write very large numbers and very small numbers using scientific notation -Perform operations with scientific notation -Include problems in which one number is in decimal form and one is in scientific notation -Understand and explain scientific notation that has been generated by technology</p>	<p><u>Common Core Basics: Scientific Notation pp.260-263</u> <u>Math Antics: Scientific Notation</u> <u>https://www.youtube.com/watch?v=bXkewQ7WEed</u> <u>Number Power Algebra p. 31</u></p>	
<p>Week 7</p>	<p>5.4.10 Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs since the points of intersection satisfy both equations Solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations Solve real-world and mathematical problems leading to two linear equations in two variables</p>	<p>-Understand that simultaneous linear equations have the same solution set (Ex: $x+y=8$ and $x-y=2$ when $x=5$ and $y=3$) -Understand and demonstrate that the solution to two simultaneous linear equations can be found by graphing -Explain why the intersection of two graphed lines is the solution to both equations -Solve simultaneous linear equations by graphing</p>	<p>Essential Math Skills pp. 149-160 Common Core Basics pp. 184-189 Transitions: Preparing for College Mathematics pp. 88-90 Common Core Achieve: Mathematics pp. 172-173</p>	<p>M.3.3.2</p>
	<p>5.4.11 Define, evaluate, and compare functions Interpret the equation $y = mx + b$ as a linear function whose graph is a straight line Give examples of functions that are not linear</p>	<p>-Be able to explain what a function is -Evaluate and compare functions -Know and demonstrate that $y=mx+b$ is a linear function of a straight line -Identify functions that don't generate straight lines and explain why they don't</p>	<p>Number Power Intermediate 2 pp. 98 Number Power Intermediate 1 pg. 102 Common Core Basics: Functions pp. 200-205</p>	

<p>Week 8</p>	<p>5.4.12 Use functions to model relationships between quantities Construct a function to model a linear relationship between two quantities Determine the rate of change and initial value of the function from a description of a relationship</p>	<p>-Use functions to model relationships -Construct a function to demonstrate a relationship between quantities -Find rate of change and initial value of a function</p>	<p>Essential Math Skills pp. 161-172 Common Core Achieve: Mathematics pp. 208-211 https://tasks.illustrativemathematics.org/content-standards/8/F/B/4 https://www.onlinemath4all.com/determining-rate-of-change-and-initial-value.html</p>	
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ABE 3 & 4 Reading / Writing				
Weeks / Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
STANDARD:	R.2. Vocabulary R.2.3.1/R.2.4.1			
1	R.2.3.1 Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words	Students will learn common root words, prefixes, and suffixes to increase vocabulary set and accurately define words. Use prefixes to determine the meaning of 10 unfamiliar words; use suffixes to determine the meaning of 10 unfamiliar words; use prefixes and suffixes and root words to determine the antonyms of 5 unfamiliar words.	Make a list of words that contain prefixes, suffixes, antonyms, and synonyms that students may encounter in real-life, but also words that they may be unfamiliar with. Then, as a group, ask students to use what they know about prefixes, suffixes, root, antonyms, and synonyms to determine the meaning of the word.	R.2.4.2 Use a dictionary to locate the meaning of words used in a statement and a thesaurus to find words with the same meaning
	R.2.4.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentence, and paragraph clues to determine meaning.	Students will define synonyms and antonyms.		
STANDARD:	R.2. Vocabulary R.2.3.3/R.2.4.3			
1	R.2.3.3 Recognize and understand clipped and shortened words	Students will learn 10 common clipped and shortened words. (e.g., exam-examination, ad-advertisement, bike-bicycle, etc)	Discuss what clipped words are, how they are formed, and how they are used in real-life. Ask students to give examples. Once familiar with clipped words, have them pair the clipped word with original word and definition. Sample list: headmaster--head, microphone--mic, airplane--plane, doctor--doc, administration--admin, limousine--limo, specifications--specs, gymnasium-gym, photograph--photo, television--tv, advertisement-ad	
1	R.2.4.3 R.2.4.3 Identify and interpret basic figurative language and idioms used in everyday life and in text.	Students will identify and interpret 10 basic figurative language expressions (e.g., similes, metaphors, pun, alliteration) and/or idioms from a poem, song, or passage from a novel.	Using passages from a currently popular novel such as Harry Potter and the Sorcerer's Stone, have students identify and interpret figurative language and idioms. Identify and interpret 10 basic figurative language expressions (e.g., similes, onomatopoeias) from a song, poem, or passage from a play or novel.	
STANDARD:	R.2. Vocabulary R.2.3.4/R.2.4.4			
1	R.2.3.4 Build vocabulary of tier 2 words including general academic words and phrases	Students will correctly use tier 2 academic vocabulary when reading aloud or speaking in the classroom.	Use puzzlemaker.com to create a crossword puzzle	
1	R.2.2.4 R.2.4.4 Increase vocabulary of tier 2 words including academic terms and phrases.	Students will correctly use tier 2 academic vocabulary when reading aloud or speaking in the classroom.	Focus on correctly using tier 2 words and academic terms in class discussions.	
2	R.3.3.3 Locate pertinent information in print materials and apply it to answer a question. Draw on information from multiple print or digital sources, demonstrating ability to locate an answer to a question quickly or to solve a problem efficiently.	Students will locate pertinent information in one print material (e.g., ad, label, paystub, public sign and apply it to answer 10 questions.	3.3.3-Give students articles about different cities, states, etc. Ask students to locate certain information that they can find from the article, i. e., population, types of jobs available, do they have a college in that town, etc. Using an article about cell phone usage in vehicles, have students read the new guidelines and underline main points and answer questions. Make a list of questions and scenarios to quiz students. Break into teams to play a game answering questions.	
	R.3.3.6 Retell, summarize or describe sequence of events in previously read text.	Students will read an article and write a summary.	3.3.6-Read an article- have the students write a summary of what they read or have them re-write the article in their own words. Have students read an accident report and then retell in their own words what happened. Have students read a story or watch a video and then write a summary using the who, what, where, then, why and how questions.	
	R.3.4.2 Read and interpret expository writing on common topics in newspapers, periodicals, and non-technical journals.	Students will read, interpret and write a summary of one expository passage on a common topic in a newspaper, periodical, or non-technical journal.	3.4.2-Using Newsweek, News for You, or local newspaper, identify a topic of concern. Have students read and discuss a common article	
	R.3.4.4 Identify the implied main idea and supporting details from an instructional level passage	Students will identify the implied main idea and at least two supporting details from an instructional-level passage (work manuals, warranties, credit offers, safety procedures, etc)		
STANDARD:	R.3. Comprehension R.3.4.6/R.3.4.9/R.3.4.11/R.3.4.12			
	R.3.4.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Read 5 different written pieces (e.g., newspaper article, travel brochure, store catalog, ad, etc.) and determine the author's purpose (to entertain, inform, persuade)		

3	R.3.4.9 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Using at least two sources of information (texts, charts, and/or graphs) draw conclusions for two questions.	3.4.6 Divide students into groups and assign variety of literary works(1 per group). After they read, have them discuss the audience, purpose and perspective of the piece in their groups. Then have students write a similar piece and identify the audience, purpose, and perspective. Have students identify the purpose of a passage and then write a headline or title that addresses that particular purpose. 3.4.9 Have students form small groups; assign each group a text, chart and graph. Each group will discuss and analyze each piece of data. Discuss conclusion, then take material and follow-up with a piece that analyzes an assigned reading and draw conclusions. Have students collect data based on class stats, make a graph (bar, histogram, pie chart,etc.) and then draw conclusions based on the data collected.	R.3.4.3 Gather information from at least three reference materials and evaluate which information best serves the student's purpose.
4	R.3.4.11 Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text.	Identify and use the structural features (e.g., headlines, table of contents, graphics) of newspapers, magazines, editorials to gain meaning from text necessary to answer ten questions.	Have students underline the parts of a newspaper or magazine article that helped them to understand the text.	
4	R.3.4.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.	Create an outline, graphic organizer, logical notes, summary, or report to show the meaning of a non-fictional passage.	Identify fictional vs nonfiction. Then using periodicals have students read articles for an outline and graphic organizer and summarize material. The have class discussion. Give students a narrative text of information. For example; weather or financial report and ask them to interpret it in a graph, outline, summary, etc. Have students locate news articles online and create an outline, graphic organizer, summary or report to demonstrate understanding of the text.	R.3.4.1 Read and interpret information in common manuals and other functional readings.
STANDARD: R.4. Fluency R.4.3.1				
5	R.4.3.1 Read instructional level text, prose and poetry orally, with fluency and accuracy and with appropriate pacing, intonation and expression. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Students will read one passage out loud from an instructional level narrative and/or expository text with fluency and accuracy and with appropriate pacing, intonation, and expression.	Allow students to record them reading a book for others students to use or for their children/grandchildren to listen to. Have students write stories/poems and read them out loud to the class. Have students read and role play a drama (like a Reader's Theatre). Use choral reading activities with poetry, songs, plays, etc.	
4	R.5.3.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text, including main ideas.	After reading an appropriate text, a student can orally or in writing provide a summary, explain the theme or describe how characters were able to meet a challenge.	-Have students read newspaper and magazine articles, stories, and informational pamphlets and then explain what the texts says, discuss inferences they might draw from the text, provide a summary, describe how characters were able to meet a challenge, compare and contrast characters, setting or events, etc. - Ask students to identify an item that they are interested in buying in the near future. Have them compare products using both positive and negative aspects. Do this through the use of print ads, Internet, and physically shopping for the product. Based on this have them choose the best product. -Use a graphic organizer (Venn Diagram) to compare two items, events, settings, etc.	R.3.4.5 Predict probable outcomes from knowledge of events obtained from a reading selection.
STANDARD: R.5. Literature and Informational Text R.5.3.2/R.5.3.4/R.5.3.5				
6	R.5.3.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Students can identify 5 examples of metaphors and similes. Given a phrase in figurative language, student will explain the meaning.	Use illustrations to depict common idioms (hungry as a horse, raining cats and dogs, head over heels). Then have students write a sentence with the meaning of the idiom.	
6	R.5.3.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	Give two different texts, explain the organizational structure of each and how they compare.	Use "T" chart graphic organizer to compare and contrast two different events, structure, etc. in two different texts for current events.	
STANDARD: R.5. Literature and Information Text R.5.3.9/R.5.4.3				
	R.5.3.9 Read and comprehend informational texts (historical, scientific, and technical texts) and literature (stories, dramas, and poetry), for the current level, independently and proficiently.	After reading an appropriate text, a students answers text-based questions with 8% accuracy.		

7	R.5.4.3 Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	After reading and seeing a video of a speech, write a paragraph comparing and contrasting the two presentations.	5.3.9- Read and discuss different types of grade level text. 5.4.3- Read a book that also has a movie based on the book. After reading and viewing; compare and contrast the book and movie- how were they similar and how were they different. Have students do the same activity by reading a speech and then watching a video of the same speech.	R.3.4.8 Determine the meaning of persuasive language and propaganda used in functional text.
STANDARD:	R.5. Literature and Information Text R.5.4.6/R.5.4.8			
8	R.5.4.6 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	After reading a text, write a summary of its theme including how it was developed.	Practice summarizing text using different summary techniques such as one sentence summaries; who, what, when, where, why and how summaries. etc.	
	R.5.4.8 Read and comprehend literature, including stories, dramas, and poetry, as well as nonfiction, for the current level, independently and proficiently.	Create an outline, graphic organizer, synopsis, summary, or notes to show meaning. Read out loud a passage from fictional or nonfictional text with fluency and appropriate phrasing and expression.	Identify fiction vs. nonfiction writings. Using poetry anthologies, periodicals, and/or collected works of drama, students create and outline and/or graphic organizer and summarize material. Read out loud and have class discussion.	

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ABE 3 & 4 Reading / Writing				
Weeks / Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
STANDARD:	R.2. Vocabulary R.2.3.1/R.2.4.1			
1	R.2.3.1 Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words	Students will learn common root words, prefixes, and suffixes to increase vocabulary set and accurately define words. Use prefixes to determine the meaning of 10 unfamiliar words; use suffixes to determine the meaning of 10 unfamiliar words; use prefixes and suffixes and root words to determine the antonyms of 5 unfamiliar words.	Make a list of words that contain prefixes, suffixes, antonyms, and synonyms that students may encounter in real-life, but also words that they may be unfamiliar with. Then, as a group, ask students to use what they know about prefixes, suffixes, root, antonyms, and synonyms to determine the meaning of the word.	R.2.4.2 Use a dictionary to locate the meaning of words used in a statement and a thesaurus to find words with the same meaning
	R.2.4.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentence, and paragraph clues to determine meaning.	Students will define synonyms and antonyms.		
STANDARD:	R.2.Vocabulary R.2.3.3/R.2.4.3			
1	R.2.3.3 Recognize and understand clipped and shortened words	Students will learn 10 common clipped and shortened words. (e.g., exam-examination, ad-advertisement, bike-bicycle, etc)	Discuss what clipped words are, how they are formed, and how they are used in real-life. Ask students to give examples. Once familiar with clipped words, have them pair the clipped word with original word and definition. Sample list: headmaster--head, microphone--mic, airplane--plane, doctor--doc, administration--admin, limousine--limo, specifications--specs, gymnasium-gym, photograph--photo, television--tv, advertisement-ad	
1	R.2.4.3 R.2.4.3 Identify and interpret basic figurative language and idioms used in everyday life and in text.	Students will identify and interpret 10 basic figurative language expressions (e.g., similes, metaphors, pun, alliteration) and/or idioms from a poem, song, or passage from a novel.	Using passages from a currently popular novel such as Harry Potter and the Sorcerer's Stone, have students identify and interpret figurative language and idioms. Identify and interpret 10 basic figurative language expressions (e.g., similes, onomatopoeias) from a song, poem, or passage from a play or novel.	
STANDARD:	R.2. Vocabulary R.2.3.4/R.2.4.4			
1	R.2.3.4 Build vocabulary of tier 2 words including general academic words and phrases	Students will correctly use tier 2 academic vocabulary when reading aloud or speaking in the classroom.	Use puzzlemaker.com to create a crossword puzzle	
1	R.2.2.4 R.2.4.4 Increase vocabulary of tier 2 words including academic terms and phrases.	Students will correctly use tier 2 academic vocabulary when reading aloud or speaking in the classroom.	Focus on correctly using tier 2 words and academic terms in class discussions.	
2	R.3.3.3 Locate pertinent information in print materials and apply it to answer a question. Draw on information from multiple print or digital sources, demonstrating ability to locate an answer to a question quickly or to solve a problem efficiently.	Students will locate pertinent information in one print material (e.g., ad, label, paystub, public sign and apply it to answer 10 questions.	3.3.3-Give students articles about different cities, states, etc. Ask students to locate certain information that they can find from the article, i. e., population, types of jobs available, do they have a college in that town, etc. Using an article about cell phone usage in vehicles, have students read the new guidelines and underline main points and answer questions. Make a list of questions and scenarios to quiz students. Break into teams to play a game answering questions.	
	R.3.3.6 Retell, summarize or describe sequence of events in previously read text.	Students will read an article and write a summary.	3.3.6-Read an article- have the students write a summary of what they read or have them re-write the article in their own words. Have students read an accident report and then retell in their own words what happened. Have students read a story or watch a video and then write a summary using the who, what, where, then, why and how questions.	
	R.3.4.2 Read and interpret expository writing on common topics in newspapers, periodicals, and non-technical journals.	Students will read, interpret and write a summary of one expository passage on a common topic in a newspaper, periodical, or non-technical journal.	3.4.2-Using Newsweek, News for You, or local newspaper, identify a topic of concern. Have students read and discuss a common article	
	R.3.4.4 Identify the implied main idea and supporting details from an instructional level passage	Students will identify the implied main idea and at least two supporting details from an instructional-level passage (work manuals, warranties, credit offers, safety procedures, etc)		
STANDARD:	R.3. Comprehension R.3.4.6/R.3.4.9/R.3.4.11/R.3.4.12			
	R.3.4.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Read 5 different written pieces (e.g., newspaper article, travel brochure, store catalog, ad, etc.) and determine the author's purpose (to entertain, inform, persuade)		

3	R.3.4.9 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Using at least two sources of information (texts, charts, and/or graphs) draw conclusions for two questions.	3.4.6 Divide students into groups and assign variety of literary works(1 per group). After they read, have them discuss the audience, purpose and perspective of the piece in their groups. Then have students write a similar piece and identify the audience, purpose, and perspective. Have students identify the purpose of a passage and then write a headline or title that addresses that particular purpose. 3.4.9 Have students form small groups; assign each group a text, chart and graph. Each group will discuss and analyze each piece of data. Discuss conclusion, then take material and follow-up with a piece that analyzes an assigned reading and draw conclusions. Have students collect data based on class stats, make a graph (bar, histogram, pie chart,etc.) and then draw conclusions based on the data collected.	R.3.4.3 Gather information from at least three reference materials and evaluate which information best serves the student's purpose.
4	R.3.4.11 Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text.	Identify and use the structural features (e.g., headlines, table of contents, graphics) of newspapers, magazines, editorials to gain meaning from text necessary to answer ten questions.	Have students underline the parts of a newspaper or magazine article that helped them to understand the text.	
4	R.3.4.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.	Create an outline, graphic organizer, logical notes, summary, or report to show the meaning of a non-fictional passage.	Identify fictional vs nonfiction. Then using periodicals have students read articles for an outline and graphic organizer and summarize material. The have class discussion. Give students a narrative text of information. For example; weather or financial report and ask them to interpret it in a graph, outline, summary, etc. Have students locate news articles online and create an outline, graphic organizer, summary or report to demonstrate understanding of the text.	R.3.4.1 Read and interpret information in common manuals and other functional readings.
STANDARD: R.4. Fluency R.4.3.1				
5	R.4.3.1 Read instructional level text, prose and poetry orally, with fluency and accuracy and with appropriate pacing, intonation and expression. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Students will read one passage out loud from an instructional level narrative and/or expository text with fluency and accuracy and with appropriate pacing, intonation, and expression.	Allow students to record them reading a book for others students to use or for their children/grandchildren to listen to. Have students write stories/poems and read them out loud to the class. Have students read and role play a drama (like a Reader's Theatre). Use choral reading activities with poetry, songs, plays, etc.	
4	R.5.3.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text, including main ideas.	After reading an appropriate text, a student can orally or in writing provide a summary, explain the theme or describe how characters were able to meet a challenge.	-Have students read newspaper and magazine articles, stories, and informational pamphlets and then explain what the texts says, discuss inferences they might draw from the text, provide a summary, describe how characters were able to meet a challenge, compare and contrast characters, setting or events, etc. - Ask students to identify an item that they are interested in buying in the near future. Have them compare products using both positive and negative aspects. Do this through the use of print ads, Internet, and physically shopping for the product. Based on this have them choose the best product. -Use a graphic organizer (Venn Diagram) to compare two items, events, settings, etc.	R.3.4.5 Predict probable outcomes from knowledge of events obtained from a reading selection.
STANDARD: R.5. Literature and Informational Text R.5.3.2/R.5.3.4/R.5.3.5				
6	R.5.3.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Students can identify 5 examples of metaphors and similes. Given a phrase in figurative language, student will explain the meaning.	Use illustrations to depict common idioms (hungry as a horse, raining cats and dogs, head over heels). Then have students write a sentence with the meaning of the idiom.	
6	R.5.3.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	Give two different texts, explain the organizational structure of each and how they compare.	Use "T" chart graphic organizer to compare and contrast two different events, structure, etc. in two different texts for current events.	
STANDARD: R.5. Literature and Information Text R.5.3.9/R.5.4.3				
	R.5.3.9 Read and comprehend informational texts (historical, scientific, and technical texts) and literature (stories, dramas, and poetry), for the current level, independently and proficiently.	After reading an appropriate text, a students answers text-based questions with 8% accuracy.		

7	R.5.4.3 Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	After reading and seeing a video of a speech, write a paragraph comparing and contrasting the two presentations.	5.3.9- Read and discuss different types of grade level text. 5.4.3- Read a book that also has a movie based on the book. After reading and viewing; compare and contrast the book and movie- how were they similar and how were they different. Have students do the same activity by reading a speech and then watching a video of the same speech.	R.3.4.8 Determine the meaning of persuasive language and propaganda used in functional text.
STANDARD:	R.5. Literature and Information Text R.5.4.6/R.5.4.8			
8	R.5.4.6 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	After reading a text, write a summary of its theme including how it was developed.	Practice summarizing text using different summary techniques such as one sentence summaries; who, what, when, where, why and how summaries. etc.	
	R.5.4.8 Read and comprehend literature, including stories, dramas, and poetry, as well as nonfiction, for the current level, independently and proficiently.	Create an outline, graphic organizer, synopsis, summary, or notes to show meaning. Read out loud a passage from fictional or nonfictional text with fluency and appropriate phrasing and expression.	Identify fiction vs. nonfiction writings. Using poetry anthologies, periodicals, and/or collected works of drama, students create and outline and/or graphic organizer and summarize material. Read out loud and have class discussion.	

CCR Curriculum Mapping project is the result of a collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.

Language Arts Levels 5 and 6

ASE LA 3: Understanding and Analyzing Literature ASE LA 4: Understanding and Analyzing Informational Texts					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes
Map 1 - Approximate time to cover material is 8 weeks					
1	<p>Explicit Meaning of Text, Inferences and Drawing Conclusions. LA.3.1 and LA.4.1 : 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 1</p>	<p>In literary works - Students: can use text to make inferences. can use text to draw conclusions. can use text to support details. can identify quotes from a text. In informational texts - Students: can identify words from a text. can determine which citations demonstrate what the text says explicitly as well as inferentially. can cite textual evidence to draw inferences from the text.</p>	<p><u>Use books and resources available to you to teach Explicit Meaning of Text, Inferences and Drawing Conclusions with literary and informational texts.</u></p> <p>https://www.khanacademy.org/ - <u>Khan Academy covers most topics in all subjects. You can search any topic you are teaching.</u></p>	<p>CCR Anchor 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.</p>	<p>Be creative with your choices of passages and use readings from everyday life. Make sure that you include Poetry in your texts.</p>
2	<p>Main Idea and key details, Summarizing and Citing Evidence LA.3.2 and LA.4.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 2</p>	<p>In literary works - Students: can determine the central idea of the text and select details that relate to it. can recount details that relate to the text. can differentiate between the central idea and details in a text. can describe the theme of the novel. In informational texts - Students: can recognize a detail from text. can recall details from the text. can determine the central idea of the text and select details that support it. can determine central and key ideas throughout the text and identify details that support them. can provide a summary of an information text.</p>	<p><u>Use books and resources available to you to teach Main Idea and key details, Summarizing and Citing Evidence with literary and informational texts.</u></p> <p>https://www.slideshare.net/ - <u>This link offers access to powerpoints. You can search any topic you are teaching.</u></p>		
ASE LA 3: Understanding and Analyzing Literature ASE LA 4: Understanding and Analyzing Informational Texts					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes

3	<p>Context Clues, Figurative Language, Technical Terms, Tone LA.3.3 LA 4.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 4</p>	<p>In literary works - Students: can identify the meaning of words as they are used in a text. can identify meaning of multiple meaning words as they are used in a text. can determine how words or phrases with multiple meanings have an impact on meaning or tone of a text. can give two or more examples of how the author's choice of words and phrases impact the meaning (s) and tone of the story. In informational texts - Students: can recognize words and phrases used in a text. can determine meanings of words and phrases in informational texts including figurative language.</p>	<p>Use books and resources available to you to teach Context Clues, Figurative Language, Technical Terms, Tone with literary and informational texts.</p>		
<p>ASE LA 3: Understanding and Analyzing Literature ASE LA 4: Understanding and Analyzing Informational Texts</p>					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes

4	<p>Point of View, Author's Purpose and Style of text LA.3.4 LA 4.6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 6</p>	<p>In literary work - Students: can identify something a character said. I can recognize the literal meaning of what the author said. can identify the intended meaning to match what an author wrote. can describe the difference between what the author or a character said and what he or she really meant. can identify the experience of a character in a story or drama from outside the United States. can connect the experiences of characters in a story or drama from outside the United States with personal experience. In informational texts - Students: can identify the purposes of informational texts. can determine the author's purpose or point of view. can determine how the author's style affects the purpose of the text. can determine an author's purpose and point of view and identify an opposing point of view. can determine the author's point of view and explain how the author's style affects the purpose of the text.</p>	<p>Use books and resources available to you to teach Point of View, Author's Purpose and Style of text with literary and informational texts.</p>	<p>CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	
5	<p>LA.4.5: 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. CCR Anchor 5</p>	<p>Students: can identify one detail from an article. can determine which sentences in a text support the claims of the author. can determine the author's claims and identify which sentences support his or her claims. can identify key words that support author's choice of structure. I can determine how the author uses argument to contribute to the meaning. can explain how the author's choice of structure makes an argument more convincing.</p>			
<p>ASE LA 3: Understanding and Analyzing Literature ASE LA 4: Understanding and Analyzing Informational Texts</p>					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes

					Both of these standards below should be integrated, taught and practiced throughout all Reading lessons.
6		<p>Students: can attend to text in various media. can use visually presented materials to answer questions. can compare and contrast a selection from text about a person with other mediums. can compare and/or analyze information presented from different media to answer questions or solve problems</p>	<p>Statista <u>This is a great site to search for Infographics to use in reading lessons.</u></p>	<p>LA.4.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 7</p>	
7		<p>In both literary works and informational texts - Students: can independently identify words from a text. can independently determine which citations demonstrate what the text says explicitly. can independently determine which citations demonstrate what the text says explicitly as well as inferentially. can independently cite textual evidence to draw inferences from the text.</p>	<p>Use books and novels available to you to do a group read and incorporate learning targets into the reading group work.</p>	<p>LA.3.5: Read and comprehend complex literature independently and proficiently. CCR Anchor 10 LA.4.10: Read and comprehend complex informational texts independently and proficiently. CCR Anchor 10</p>	
ASE LA 3: Understanding and Analyzing Literature ASE LA 4: Understanding and Analyzing Informational Texts					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes
Map 2 Approximate time to cover material is 8 weeks					
					<p>Use the following standards as a lead in to Argumentative Writing. When teaching these content standards, point out the claims and support from passage.</p>
1	<p>LA.4.8: 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 8</p>	<p>Students: can recognize that an event occurred. can identify a fact from a text. can delineate statements that support an argument. can use evidence and statements to support an argument.</p>	<p>Common Lit</p>	<p>SS.1.1.2 Historical Comprehension to 1) Differentiate between historical facts and historical interpretation.</p>	

2	LA.4.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 9	Students: can classify fact and fantasy. can recognize a historical fact. can make connections between U.S. document of historical and literary significance based on related themes and concepts. can match significant U.S. document with their representations. can identify important U.S. documents. can determine the purposes of foundational U.S. documents of historical significance. can compare and contrast foundational U.S. documents of historical significance for their purposes	Education.com		Use content standard LA 4.9 to connect Reading lessons to Social Studies lessons.
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ASE LA 1: Production and Distribution of Writing

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes
3	LA.1.1: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCR Anchor 2	Students: can write to convey ideas with guidance and support. can write to convey ideas and information using clear organization as well as graphics and multimedia. can write to convey ideas and information using clear organization and including facts, details, and other information. can write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information. can write to convey ideas and information clearly, using precise language and domain specific vocabulary. can establish and maintain a formal style and objective tone when writing to convey ideas and information clearly. can provide a concluding statement that follows form and support the information presented when writing to convey ideas and information clearly	https://archive.nwp.org/cs/public/print/resource/922 https://abspd.appstate.edu/sites/abspd.appstate.edu/files/Teaching_Writing_Tool_Kit.pdf	T.5.4.3: Plan, design, and develop a multimedia product using data (e.g. graphs, charts, database reports) to present information in the most effective way, citing sources	Free writing on Journal topics can be a great way to introduce students to writing and get them more comfortable with Writing. https://www.tomslatin.com/80-journal-writing-prompts/

4	LA.1.3: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR Anchor 4	Students: can write with guidance and support. I can produce writing that is appropriate to the task, purpose or audience with support and guidance. can produce writing that is appropriate to the task, purpose or audience. can produce coherent writing that is complete and appropriate to a particular task, purpose, and audience.		T.4.3.3: Demonstrate knowledge of WP/DTP tools to develop documents, which include data imported from a spreadsheet or database	
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ASE LA 1: Production and Distribution of Writing

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes
5	LA.1.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCR Anchor 5	Students: can with guidance and support, develop and strengthen writing by planning and revising. can develop and strengthen writing by planning and writing. I can develop and strengthen writing as needed by planning, revising, editing, and rewriting. can develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience can use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback.		LA.1.5: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCR Anchor 6	
				T.2.4.1: Develop and use search strategies with two or more criteria to solve problems, make decisions, and report findings	

ASE LA 1: Production and Distribution of Writing

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes
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6		<p>Students: can understand the meaning of words. I can use complete sentences to convey information in spoken and written English. can use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. can use correct punctuation when writing writing. can spell most high frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots in spelling longer words. can use language to meet a variety of communication purposes. can apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.</p>	<p>https://www.luc.edu/media/lucedu/writing/lucwcows/Online%20Grammar%20Resources.pdf</p>	<p>LA.1.6: Demonstrate command of the conventions of standard English including grammar, capitalization, punctuation, and spelling when writing. CCR Language Anchors 1 and 2</p>	<p>These standards should be integrated into all Writing instruction and lessons.</p>
		<p>Students: can determine the meaning of a word in a sentence. I can use context to determine the meaning of unknown words. can consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. can recognize when a multiple meaning word is used two ways. I can recognize general academic language. can understand common phrases. I can understand common idioms and figures of speech. can interpret simple figures of speech encountered while reading or listening. can distinguish understanding of multiple meaning of words and figures of speech. can use academic and domain-specific words and phrases for communication appropriately for my own educational plan and career goals.</p>		<p>LA.1.7: Acquire and use accurately general academic and domain-specific words and phrases at the college and career readiness level; demonstrate independent in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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. CCR Language Anchor 4 and 5</p>	

ASE LA 2: Using Research in Writing Endeavors					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes

<p>7</p>	<p>LA.2.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCR Anchor 1</p>	<p>Students: can write a claim and reason with guidance and support. can write an argument to support claims with one clear reason and a piece of evidence with guidance and support. can write about a personal opinion and give more than one reason supporting and rejecting the claim. I can write to express an opinion with supporting information about a topic or text and a concluding statement. can with guidance and support, select information from multiple sources and use the information to write answers to research questions. can select information, including quotes, from multiple sources and use the information to write answers to research questions.</p>	<p>HISET Essay Writing Guide</p>	<p>LA.2.3: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCR Anchor 8 T. 2.4.5: Select and use appropriate database features and functions to collect, organize information, and create reports for use in other projects or media</p>	
<p>8</p>	<p>LA.2.4: Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR Anchor 9</p>	<p>Students: can participate in shared writing activities applying Essential Elements of Reading Standards to informational text with guidance and support. can participate in shared writing activities applying Essential Elements of Reading Standards to literature with guidance and support. can apply Essential Elements of Reading Standards to informational text with guidance and support. can apply Essential Elements of Reading Standards to literature with guidance and support. can apply Essential Elements of Reading Standards to literature.</p>		<p>T.6.3.3.: Locate, select, organize, and present information from the internet for a specific purpose and audience, citing sources</p>	
					<p>HISET Reading Practice Tests https://hiset.ets.org/s/pdf/practice/reading_fpt7.pdf https://hiset.ets.org/s/pdf/practice/reading.pdf https://hiset.ets.org/s/pdf/practice/reading_fp2.pdf HISET Writing Practice Tests https://hiset.ets.org/s/pdf/practice/writing_fpt7.pdf https://hiset.ets.org/s/pdf/practice/writing_fpt6a.pdf</p>

				https://hiset.ets.org/s/pdf/practice/writing_fp2.pdf
				https://www.mometrix.com/academy/hiset-writing-

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Mathematics Levels 5 & 6

ASE MA 1 Algebraic Concepts and Expressions

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	MA 1.1.1 IA 1.2.1 IA 1.2.2 <div style="text-align: right; margin-top: 10px;">MA 1.2.3</div>	Convert from radical representation to using rational exponents and vice versa Identify the different parts of the expression and explain their meaning within the context of a problem. Rewrite algebraic expressions in different equivalent forms: Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
2	IA 1.3.1 <div style="text-align: right; margin-top: 10px;">MA 1.3.2</div>	Emphasis should be on operations with polynomials. Rewrite simple rational expressions in different forms using inspection, or, for more complicated examples, a computer algebra system.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	

ASE MA2: Equations and Inequalities

3	2.1.1 MA 2.1.2 <div style="text-align: right; margin-top: 10px;">MA 2.1.3</div>	Create linear, quadratic, rational and exponential equations and inequalities in one variable and use them in a contextual situation to solve real world problems. Create equations in two or more variables to represent relationships between quantities. Graph equations in two variables on a coordinate plane and label the axes and scales. Write and use a system of equations and/or inequalities to solve a real world problem. Recognize that the equations and inequalities represent the constraints of the problem.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
4	A 2.1.4 <div style="text-align: right; margin-top: 10px;">MA 2.2.1</div>	Solve multi-variable formulas or literal equations, for a specific variable. Assuming an equation has a solution, construct a convincing argument that justifies each step in the solution process. Justifications may include the associative, commutative, and division properties, combining like terms, multiplication by 1, etc.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
5	A 2.2.2 <div style="text-align: right; margin-top: 10px;">MA 2.2.3</div>	Solve simple rational and radical equations in one variable and provide examples of how extraneous solutions arise. Solve linear equations in one variable, including coefficients represented by letters. Solve linear inequalities in one variable, including coefficients represented by letters.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
6	<div style="text-align: right; margin-top: 10px;">MA 2.2.4</div>	Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
7	<div style="text-align: right; margin-top: 10px;">MA 2.2.5</div>	Solve systems of equations using graphs.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	
8	<div style="text-align: right; margin-top: 10px;">MA 2.2.6</div>	Understand that all solutions to an equation in two variables are contained on the graph of that equation.	TABE Tutor Math Level D and A Steck Vaughn Mathematical Reasoning Student Book GED Level Number Power Series Pre-Algebra and Algebra	

ASE MA 3: Algebraic Functions and Modeling			
1		A function occurs when each input (x) has only one output (y). Show an equation, table, or graph, students can determine whether it is a function. Students understand that the domain is the set of x values and the range is the set of y values. In a function, f(x) is used instead of y.	What is a Function? https://www.khanacademy.org/math/algebra2/functions_and_graphs/copy-ofrelationships_functions-2014-03-28T18:09:49.924Z/v/what-is-a-function ; Functions: Domain and Range https://www.khanacademy.org/math/algebra2/functions_and_graphs/copy-ofrelationships_functions-2014-03-28T18:09:49.924Z/v/relations-and-functions Evaluating with Function Notation https://www.khanacademy.org/math/cc-eighthgrade-math/cc-8th-relationships-functions/cc8th-function-notation/v/linear-function-graphs
	MA 3.1.2	Students recognize f(x) function notation. Students can evaluate function for different inputs. $f(x) = 2x + 5$ What is f(4)? $f(4) = 2(4) + 5$ $f(4) = 8 + 5$ $f(4) = 13$	
	MA 3.1.3	For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
2	MA 3.1.4 3.1.5 MA	Students identify an appropriate domain from a graph based on context. Students also identify the meaning of a point in terms of context. Example: Jennifer's cell phone plan charges her \$20 each month for the phone and 10 cents for each minute she's on the phone. What domain would describe this relationship? Describe the meaning of the point (10,21). Solution: The domain is the set of positive integers since there cannot be a negative number of minutes and parts of minutes are not charged. (10,21) means the charge for 10 minutes of service would be \$21	
		Estimate the average rate of change during an interval from a function's graph.	
	A 3.1.6	For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.	
3	MA 3.17	Compare the functions to determine which has the greater rate of change.	Understanding and Comparing Functions http://www.youtube.com/watch?v=Mq6iePhLQG M http://www.youtube.com/watch?v=6AjBsO4qsw w
	MA 3.1.8	Understand how to interpret words into independent and dependent variables. Understand how to map the variables into numerical values. Understand how to identify the relationship between the variables by mapping the generated values into a graph by hand or using computational methods for complex relationships.	Introduction to Linear Functions http://www.youtube.com/watch?v=n7QeVeghB9 A
	MA 3.2.1	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	Understanding Linear and Exponential Models https://www.khanacademy.org/math/algebra/alg ebra-functions/one-variable-modeling/v/linearexponential-models
4	MA 3.3.2	Based on the context of a situation, explain the meaning of the coefficients, factors, exponents, and/or intercepts in a linear function. Example 1: Given a linear function $y=mx+b$; the coefficient m is the slope of the line, and b is the y intercept. X is the independent variable, and y is the dependent variable. Example 2: Given an exponential decay function $A=A_0e^{-kt}$; A_0 is the starting point, k is a constant, t is the time (an independent variable) and A is the dependent variable.	Exploring Linear Relationships https://www.khanacademy.org/math/algebra/linear-equations-andinequalitie/graphing_solutions2/v/exploringlinear-relationships Exponential Growth and Decay Word Problems https://www.khanacademy.org/math/algebra2/exponential_and_logarithmic_func/exponentialmodeling/v/word-problem-solving--exponentialgrowth-and-decay
			T.3.2.3 Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets. Students should understand why a chart is valid or not (e.g., it should have x and y axes labeled).

ASE MA 4: Geometry, Probability, and Statistics				
5	MA.4.1.1	A point has position, no thickness or distance. A line is made of infinitely many points, and a line segment is a subset of the points on a line with endpoints. A ray is defined as having a point on one end and a continuing line on the other. An angle is determined by the intersection of two rays. A circle is the set of infinitely many points that are the same distance from the center forming a circular arc, measuring 360 degrees. Perpendicular lines are lines in the interest at a point to form right angles. Parallel lines that lie in the same plane and are lines in which every point is equidistant from the corresponding point on the other line.	Experiment with Transformations in a Plane http://www.virtualnerd.com/common-core/hsfgeometry/HSG-CO-congruence/A	T.2.4.2 Plan and develop a simple database to enter, edit, collect, organize, and display data. Students should be able to plan and develop a simple database
	MA.4.1.2	Students use similarity theorems to prove two triangles are congruent. Students prove that geometric figures other than triangles are similar and/or congruent.	https://www.khanacademy.org/test-prep/praxis-math/praxis-math-lessons/gtp-praxis-math-lessons--geometry/a/gtp-praxis-math--article--congruence-and-similarity--lesson	
	MA.4.2.1	Use given formulas and solve for an indicated variable within the formulas. Find the side lengths of triangles and rectangles when given area or perimeter. Compute volume and surface area of cylinders, cones, and right pyramids.	https://www.khanacademy.org/math/geometry/hs-geo-solids/hs-geo-solids-intro/v/cylinder-volume-and-surface-area	
	MA.4.2.2	Use the concept of density when referring to situations involving area and volume models, such as persons per square mile. Understand density as a ratio. Differentiate between area and volume densities, their units, and situations in which they are appropriate (e.g., area density is ideal for measuring population density spread out over land, and the concentration of oxygen in the air is best measured with volume density)	https://www.vedantu.com/physics/relation-between-density-and-volume	
6	MA.4.3.1	Construct appropriate graphical displays (dot plots, histogram, and box plot) to describe sets of data values.	https://www.meta-chart.com/histogram	T.3.1.2 Recognize, discuss, and investigate how spreadsheets are used to process information (e.g., organize, calculate, graph data, solve problems, make predictions, and present data) in a variety of settings (e.g., schools, government, business, industry, mathematics, communications, transportation, science)
	MA.4.3.2	Understand and be able to use the context of the data to explain why its distribution takes on a particular shape (e.g. are there real-life limits to the values of the data that force skewness? are there outliers?) Understand that the higher the value of a measure of variability, the more spread out the data set is. Explain the effect of any outliers on the shape, center, and spread of the data sets	https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics/cc-6-shape-of-data/v/examples-analyzing-clusters-gaps-peaks-and-outliers-for-distributions	
	MA.4.3.3	Create a two-way frequency table from a set of data on two categorical variables. Calculate joint, marginal, and conditional relative frequencies and interpret in context. Joint relative frequencies are compound probabilities of using AND to combine one possible outcome of each categorical variable (P(A and B)). Marginal relative frequencies are the probabilities for the outcomes of one of the two categorical variables in a two way table, without considering the other variable. Conditional relative frequencies are the probabilities of one particular outcome of a categorical variable occurring, given that one particular outcome of the other categorical variable has already occurred. Recognize associations and trends in data from a two-way table.	Common Core High School Statistics & Probability Resources for Interpreting Categorical and Quantitative Data (ct4me.net)	T.3.3.2 Use spreadsheet concepts and functions (e.g., median, range, mode) to calculate, represent, and explain data. Students should be able to calculate median, range, and mode for a simple set of instructor- provided data.

	MA 4.3.4	Understand that the key feature of a linear function is a constant rate of change. Interpret in the context of the data, i.e. as x increases (or decreases) by one unit, y increases (or decreases) by a fixed amount. Interpret the y -intercept in the context of the data, i.e. an initial value or a one-time fixed amount	Interpreting Slope and Intercepts http://www.virtualnerd.com/common-core/hssstatistics-probability/HSS-ID-interpreting-categoricalquantitative-data/C/7	
7	MA 4.3.5	Understand that just because two quantities have a strong correlation, we cannot assume that the explanatory (independent) variable causes a change in the response (dependent) variable. The best method for establishing causation is conducting an experiment that carefully controls for the effects of lurking variables (if this is not feasible or ethical, causation can be established by a body of evidence collected over time e.g. smoking causes cancer).	https://www.khanacademy.org/math/statistics-probability/designing-studies/sampling-and-surveys/v/correlation-and-causality	
	MA 4.4.1	Develop a theoretical probability distribution and 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	Using Probability to Make Decisions https://www.khanacademy.org/commoncore/gradeHSS-S-MD	
	MA 4.4.2	Develop an empirical probability distribution and 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	https://www.khanacademy.org/math/ap-statistics/random-variables-ap/discrete-random-variables/v/discrete-probability-distribution	
8	MA 4.4.3	Set up a probability distribution for a random variable representing payoff values in a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant	https://www.khanacademy.org/math/statistics-probability/random-variables-stats-library/expected-value-lib/v/empirical-data-expected-value	
	MA 4.4.4	Make decisions based on expected values. Use expected values to compare long-term benefits of several situations.	Using Probability to Make Decisions http://www.shmoop.com/common-corestandards/ccss-hs-s-md-6.html	
	MA 4.4.5	Explain in context decisions made based on expected values.	Analyzing Decisions http://www.ct4me.net/CommonCore/hssstatistics/hss-using-probability-makedecisions.htm	

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Scientific Method 1 Unit

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	Scientific Method	Hypotheses, Controls, Independent Variables, Dependent Variables, Constants, Conclusions, Sources of Error	1. Developing Hypotheses: Pressure vs Temperature Simulation 2. Experimental Design Video Khan Academy 3. Controls and Variables Worksheet 4. Experimental Design Worksheet 5. Scientific Method Khan Academy Video 6. Correlation vs Causation Khan Academy Video 7. Correlation and Causation Worksheet 8. Scientific Measurement Simulation and Worksheet	

Living Organisms and Ecosystems Units 1 to 8

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	SC.1.1 Structures and Functions of Living Organisms: Understand the relationship between the structures and functions of cells and their organelles.			
	SC.1.1.1 Summarize the structure and function of organelles in eukaryotic cells (including the nucleus, plasma membrane, cell wall, mitochondria, vacuoles, chloroplasts, and ways that these organelles interact with each other to perform the function of the cell.	<ul style="list-style-type: none"> * Identify cell organelles from diagrams of plant and animal cells. * Explain how the structure of the organelle determines its function (e.g., folded inner membrane in mitochondria increases surface area for energy production during aerobic cellular respiration). * Summarize how these organelles interact to carry out functions such as energy production and use, transport of molecules, disposal of waste, and synthesis of new molecules (e.g., DNA codes for proteins, which are assembled by the ribosomes and used as enzymes for energy production at the mitochondria). 	Plant Cell Diagram: https://commons.wikimedia.org/wiki/File:Plant_cell_structure.png#/media/File:Plant_cell_structure.png Animal Cell Diagram: http://commons.wikimedia.org/wiki/File:Animal_cell_structure_en.svg Cell Structure and Function Flash Cards and Games: http://quizlet.com/172368/chapter-7-cell-structure-and-function-flash-cards/	
	SC.1.1 Structures and Functions of Living Organisms: Understand the relationship between the structures and functions of cells and their organelles.			
	SC.1.1.2. Compare prokaryotic and eukaryotic cells in terms of their general structures (plasma membrane and genetic material) and degree of complexity	<ul style="list-style-type: none"> * Proficiently use proper light microscopic techniques as well as determine total power magnification to observe a variety of cells with particular emphasis on the differences between prokaryotic and eukaryotic cells. As well as the difference between plant and animal cells. * Infer that prokaryotic cells are less complex and eukaryotic cells. * Compare the structure of prokaryotic and eukaryotic cells to conclude the following: <ol style="list-style-type: none"> a. Presence of membrane bound organelles - mitochondria, nucleus, vacuole, and chloroplasts are not present in prokaryotes. b. Ribosomes are found in both. c. DNA and RNA are present in both, but are enclosed by a membrane in prokaryotes. * Contrasts in chromosome structure - circular DNA strands called plasmids are characteristic of prokaryotes. * Contrast in size - prokaryotes are smaller. 	Parts of a microscope: https://laboratoryinfo.com/labeling-parts-of-the-microscope/ How Big is...Animation: http://www.cellsalive.com/howbig.htm Prokaryotic Cell Diagram: http://commons.wikimedia.org/wiki/File:Average_prokaryote_cell_en.svg Prokaryotic Cell vs Eukaryotic Cell: https://upload.wikimedia.org/wikipedia/commons/8/83/Celltypes.svg	

<p>2</p>	<p>SC. 1.1.3 Explain how instructions in DNA lead to cell differentiation and result in cells specialized to perform specific functions in multicellular organisms.</p>	<p><i>* Compare a variety of specialized cells and understand how the functions of these cells vary. (Examples could include nerve cells, muscle cells, blood cells, sperm cells, xylem and phloem.)</i></p> <p><i>* Compare a variety of specialized cells and understand how the functions of these cells vary. (Examples could include nerve cells, muscle cells, blood cells, sperm cells, xylem and phloem.)</i></p> <p><i>*During the process of differentiation, only specific parts of the DNA are activated; the parts of the DNA that are activated determine the function and specialized structure of a cell.</i></p> <p><i>*Because all cells contain the same DNA, all cells initially have the potential to become any type of cell; however, once a cell differentiates, the process cannot be reversed.</i></p> <p><i>*Nearly all of the cells of a multicellular organism have exactly the same chromosomes and DNA.</i></p> <p><i>*Different parts of the genetic instructions are used in different types of cells, influenced by the cell's environment and past history.</i></p> <p><i>*Recall that chemical signals may be released by one cell to influence the development and activity of another cell.</i></p> <p><i>* Identify stem cells as unspecialized cells that continually reproduce themselves and have, under appropriate conditions, the ability to differentiate into one or more types of specialized cells.</i></p> <p><i>* Embryonic cells, which have not yet differentiated into various cell types, are called embryonic stem cells.</i></p> <p><i>*Stem cells found in organisms, for instance in bone marrow, are called adult stem cells.</i></p> <p><i>*Scientists have recently demonstrated that stem cells, both embryonic and adult, with the right laboratory culture conditions, differentiate into specialized cells.</i></p>	<p>Specialized Cells in the Human Body: https://www.thoughtco.com/types-of-cells-in-the-body-373388</p> <p>Nerve Cell diagram: https://commons.wikimedia.org/wiki/File:Complete_neuron_cell_diagram_it.svg</p> <p>Embryonic Stem Cell Video: https://www.khanacademy.org/science/biology/cell-division/v/embryonic-stem-cells</p>	
<p>SC.1.2 Structures and Functions of Living Organisms: Analyze the cell as a living system</p>				
<p>3</p>	<p>SC.1.2.2 Analyze how cells grow and reproduce in terms of interphase, mitosis, and cytokinesis.</p>	<p><i>*Outline the cell cycle – Growth 1, Synthesis, Growth2, Mitosis, and Cytokinesis.</i></p> <p><i>*Recognize mitosis as a part of asexual reproduction.</i></p> <p><i>*Organize diagrams of mitotic phases and describe what is occurring throughout the process.</i></p>	<p>Cell Cycle Animation: http://www.cellsalive.com/cell_cycle.htm.</p> <p>Animal Cell Mitosis Animation: http://www.cellsalive.com/mitosis.htm</p> <p>The Cell Cycle and Mitosis Tutorial: http://www.biology.arizona.edu/cell_bio/tutorials/cell_cycle/main.html</p>	
<p>SC.1.2 Structures and Functions of Living Organisms: Analyze the cell as a living system</p>				

<p>4</p>	<p>SC.1.2.1 Explain how homeostasis is maintained in a cell and within an organism in various environments (including temperature and pH).</p>	<p><i>*Explain how cells use buffers to regulate cell pH and how cells can respond to maintain temperature, glucose levels, and water balance in organisms.</i> <i>* Compare the mechanisms of active vs. passive transport (diffusion and osmosis).</i> <i>*Conclude how the plasma membrane structure functions.</i> <i>* Explain changes in osmotic pressure that occurs when cells are placed in solutions of differing concentrations.</i></p>	<p>How Osmosis Works Animation: https://www.youtube.com/watch/g-VJymtAf4 Diffusion and Osmosis Animation: https://www.youtube.com/watch?v=2VZQnb2w4Mo Diffusion and Osmosis Video: https://www.khanacademy.org/science/biology/human-biology/v/diffusion-and-osmosis Complex Structure of the Plasma Membrane Diagram : https://commons.wikimedia.org/wiki/File:Cell_membrane_detailed_diagram_4.svg Membrane Transport Animation: https://www.youtube.com/watch?v=ovHYKIHYPyA</p>	
	<p>SC.1.2.3. Explain how specific cell adaptations help cells survive in particular environments (focus on unicellular organisms).</p>	<p><i>*Explain how various structures of unicellular organisms help that organism survive. Emphasis is on contractile vacuoles, cilia, flagella, pseudopods, and eyespots.</i> <i>* Summarize adaptive behaviors – examples include chemotaxis and phototaxis.</i></p>	<p>Single Cell Organism Video: http://www.teachersdomain.org/asset/tdc02_vid_singlecell/</p>	
<p>SC.1.3 Ecosystems: Analyze the interdependence of living organisms within their environment</p>				
<p>5</p>	<p>SC.1.3.1 Analyze the flow of energy and the cycling of matter (such as water, carbon, nitrogen and oxygen) through ecosystems relating the significance of each to maintaining the health and sustainability of an ecosystem.</p>	<p><i>*Deconstruct the carbon cycle as it relates to photosynthesis, cellular respiration, decomposition and climate change.</i> <i>*Summarize the nitrogen cycle (including the role of nitrogen fixing bacteria) and its importance to synthesis of proteins and DNA.</i> <i>*Identify factors that influence climate such as:</i> <i>a) greenhouse effect (relate to carbon cycle and human impact on atmospheric CO2)</i> <i>b) natural environmental processes (relate to volcanic eruption and other geological processes)</i> <i>*Explain the recycling of matter within ecosystems and the tendency toward a more disorganized state.</i> <i>*Analyze energy pyramids for direction and efficiency of energy transfer.</i> <i>*Living systems require a continuous input of energy to maintain organization. The input of radiant energy, which is converted to chemical energy, allows organisms to carry out life processes.</i> <i>*Within ecosystems energy flows from the radiant energy of the sun through producers and consumers as chemical energy that is ultimately transformed into heat energy. Continual refueling of radiant energy is required by ecosystems.</i></p>	<p>Carbon Cycle Diagram: https://commons.wikimedia.org/wiki/File:Carbon_cycle_cute_diagram.svg Photosynthesis Animation: https://www.youtube.com/watch?v=c4x-o_4a1dQ Nitrogen Cycle Game: https://scied.ucar.edu/activity/3114/print-all Energy Pyramid Diagram: https://commons.wikimedia.org/wiki/File:Ecological_Pyramid.png</p>	
<p>SC.1.3 Ecosystems: Analyze the interdependence of living organisms within their environment</p>				

<p>6</p>	<p>SC.1.3.2 Analyze the survival and reproductive success of organisms in terms of behavioral, structural, and reproductive adaptations</p>	<p><i>*Analyze how various organisms accomplish the following life functions through adaptations within particular environments (example: water or land) and that these adaptations have evolved to ensure survival and reproductive success.</i> <i>*Transport and Excretion – how different organisms get what they need to cells; how they move waste from cells to organs of excretion. Focus is on maintaining balance in pH, salt, and water. Include plants - vascular and nonvascular.</i> <i>*Respiration – how different organisms take in and release gases (carbon dioxide or oxygen, water vapor) and cellular respiration.</i> <i>*Nutrition – feeding adaptations and how organisms get nutrition (autotrophic and heterotrophic) and how they break down and absorb foods.</i> <i>*Reproduction, Growth and Development – sexual versus asexual, eggs, seeds, spores, placental, types of fertilization.</i> <i>*Analyze behavioral adaptations that help accomplish basic life functions.</i></p>	<p>Digestive System Diagram: https://commons.wikimedia.org/wiki/File:Digestive_system_diagram_en.svg Respiratory System Diagram: https://commons.wikimedia.org/wiki/File:Respiratory_system_complete_en.svg Circulatory System Diagram: https://commons.wikimedia.org/wiki/File:Circulatory_System_en.svg Urinary System: https://commons.wikimedia.org/wiki/File:Illu_urinary_system_hr.JPG</p>	
		<p><i>*Identify and describe symbiotic relationships such as mutualism and parasitism. Note: There is much debate about whether commensalistic relationships are just early mutualism. We may just not understand the benefits to each organism.</i> <i>*Exemplify various forms of communication and territorial defense including communication within social structure using pheromones, courtship dances, and territorial defense.</i> <i>*Explain patterns in predator/prey and competition relationships and how these patterns help maintain stability within an ecosystem with a focus on population dynamics.</i></p>	<p>Ecological Relationships Lesson with videos: https://www.nationalgeographic.org/activity/ecological-relationships/</p>	
<p>7</p>	<p>SC.1.3 Ecosystems: Analyze the interdependence of living organisms within their environment.</p>			
	<p>SC.1.3.4 Explain why ecosystems can be relatively stable over thousands of years, even though populations may fluctuate (emphasizing availability of shelter, number of Predators and disease).</p>	<p><i>*Generalizing that although some populations have the capacity for exponential growth, there are limited resources that create specific carrying capacities and population sizes are in a dynamic equilibrium with these factors. (e.g. food availability, climate, water, territory).</i> <i>*Interpret various types of population graphs – human population growth graphs indicating historical and potential changes, factors influencing birth rates and death rates, and effects of population size, density and resource use on the environment.</i> <i>*Explain how disease can disrupt ecosystem balance.</i></p>	<p>Carrying Capacity Graphing Activity: https://www.biologycorner.com/worksheets/kaibab.html</p>	

	SC.1.4 Ecosystems: Understand the impact of human activities on the environment (one generation affects the next).		
8	<p>SC.1.4.1 Infer how human activities (including population growth, pollution, global warming, burning of fossil fuels, habitat destruction and introduction of nonnative species) may impact the environment.</p>	<p><i>*Summarize how humans modify ecosystems through population growth, technology, consumption of resources and production of waste.</i></p> <p><i>*Interpret data regarding the historical and predicted impact on ecosystems and global climate.</i></p> <p><i>*Explain factors that impact North Carolina ecosystems.</i></p>	<p>Video:Global Warming from 1880 - 2020: https://climate.nasa.gov/climate_resources/139/video-global-warming-from-1880-to-2020/.</p> <p>Resources for Climate Change: https://climatechangelive.org</p>
	<p>SC.1.4.2 Explain how the use, protection and conservation of natural resources by humans impact the environment from one generation to the next.</p>	<p><i>*Explain the impact of humans on natural resources (e.g. resource depletion, deforestation, pesticide use and bioaccumulation).</i></p> <p><i>*Exemplify conservation methods and stewardship.</i></p>	<p>Tragedy of the Commons Activity: http://www.sitesalive.com/wl/tg/private/wltgTragedy.htm</p>

Genetics, Molecular Biology, and Evolution Units 1-8

SC.2.1 Evolution and Genetics: Explain how traits are determined by the structure and function of DNA

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	SC.2.1.1 Explain the double-stranded, complementary nature of DNA as related to its function in the cell.	<p><i>Develop a cause-and-effect model relating the structure of DNA to the functions of replication and protein synthesis:</i></p> <p><i>* The structure of DNA is a double helix or “twisted ladder” structure. The sides are composed of alternating phosphate-sugar groups and “rungs of the DNA ladder” are composed of complementary nitrogenous base pairs (always adenine, A, to thymine, T, and cytosine, C, to guanine, G) joined by weak hydrogen bonds.</i></p> <p><i>*The sequence of nucleotides in DNA codes for proteins, which is central key to cell function and life.</i></p> <p><i>*Replication occurs during the S phase of the cell cycle and allows daughter cells to have an exact copy of parental DNA.</i></p> <p><i>*Cells respond to their environments by producing different types and amounts of protein.</i></p> <p><i>* With few exceptions, all cells of an organism have the same DNA but differ based on the expression of genes.</i></p> <p><i>Infer the advantages (injury repair) and disadvantages (cancer) of the overproduction, underproduction or production of proteins at the incorrect times.</i></p>	<p>DNA from the Beginning: http://www.dnaftb.org/ DNA Video: https://www.khanacademy.org/science/high-school-biology/hs-molecular-genetics/hs-discovery-and-structure-of-dna/v/dna-deoxyribonucleic-acid</p>	
	SC.2.1.2 Explain how DNA and RNA code for proteins and determine traits	<p><i>Explain the process of protein synthesis:</i></p> <p><i>*Transcription that produces an RNA copy of DNA, which is further modified into the three types of RNA</i></p> <p><i>*mRNA traveling to the ribosome (rRNA)</i></p> <p><i>*Translation – tRNA supplies appropriate amino acids</i></p> <p><i>*Amino acids are linked by peptide bonds to form polypeptides. Polypeptide chains form protein molecules. Proteins can be structural (forming a part of the cell materials) or functional (hormones, enzymes, or chemicals involved in cell chemistry).</i></p> <p><i>Interpret a codon chart to determine the amino acid sequence produced by a particular sequence of bases.</i></p> <p><i>Explain how an amino acid sequence forms a protein that leads to a particular function and phenotype (trait) in an organism.</i></p>	<p>Transcription and Translation Video: https://www.youtube.com/watch?v=41_Ne5mS2Is Genetic Code Condon Lesson with Chart: https://www.khanacademy.org/science/ap-biology/genetic-expression-and-regulation/translation/a/the-genetic-code-discovery-and-properties</p>	

<p>SC. 2.1 Evolution and Genetics: Explain how traits are determined by the structure and function of DNA. SC. 2.2 Evolution and Genetics: Understand how the environment, and/or the interactions of alleles, influences the expression of genetic traits.</p>			
	<p>SC.2.1.3 Explain how mutations in DNA that result from the interactions with the environment (i.e., radiation and chemicals) or new combinations in existing genes lead to changes in function and phenotype.</p>	<p><i>*Understand that mutations are changes in DNA coding and can be deletions, additions, or substitutions. Mutations can be random and spontaneous or caused by radiation and/or chemical exposure.</i> <i>*Develop a cause and effect model in order to describe how mutations occur: changing amino acid sequence, protein function, phenotype. Only mutations in sex cells (egg and sperm) or in the gamete produced from the primary sex cells can result in heritable changes.</i></p>	<p>DNA Mutation Simulation and Activity: https://www.biologycorner.com/2017/06/15/dna-mutation-activity/. Note: Do not download the PDF handout as it has an error. The Google worksheet is correct.</p>
2	<p>SC 2.2.3 Explain how the environment can influence the expression of genetic traits.</p>	<p><i>* Develop a cause-and-effect relationship between environmental factors and expression of a particular genetic trait. Examples include the following:</i> <i>*lung/mouth cancer – tobacco use</i> <i>*skin cancer – vitamin D, folic acid and sun exposure</i> <i>*diabetes – diet/exercise and genetic interaction</i> <i>*PKU – diet</i> <i>*heart disease – diet/exercise and genetic interaction</i></p>	<p>Genes, Behavior, and the Environment Article: https://www.khanacademy.org/test-prep/mcat/behavior/behavior-and-genetics/a/genes-environment-and-behavior. Gene Environment Interaction Video: https://www.khanacademy.org/test-prep/mcat/behavior/behavior-and-genetics/v/gene-environment-interaction</p>
	<p>SC.2.2.1 Explain the role of meiosis in sexual reproduction and genetic variation.</p>	<p><i>*Recall the process of meiosis and identify process occurring in diagrams of stages. (middle school review) Note: Students are not expected to memorize the names of the steps or the order of the step names.</i> <i>*Infer the importance of the genes being on separate chromosomes as it relates to meiosis.</i> <i>*Explain how the process of meiosis leads to independent assortment and ultimately to greater genetic diversity.</i> <i>*Exemplify sources of genetic variation in sexually reproducing organisms including crossing over, random assortment of chromosomes, gene mutation, nondisjunction, and fertilization.</i> <i>*Compare meiosis and mitosis including type of reproduction (asexual or sexual), replication and separation of DNA and cellular material, changes in chromosome number, number of cell divisions, and number of cells produced in a complete cycle.</i></p>	<p>Animal Cell Meiosis Animation: http://www.cellsalive.com/meiosis.htm Mitosis and Meiosis Video: https://www.khanacademy.org/science/biology/cell-division/v/mitosis--meiosis-and-sexual-reproduction</p>
<p>SC 2.2 Evolution and Genetics: Understand how the environment, and/or the interactions of alleles, influences the expression of genetic traits.</p>			

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<p>SC.2.2.2 Predict offspring ratios based on a variety of inheritance patterns (including dominance, co-dominance, incomplete dominance, multiple alleles, and sex-linked traits).</p>	<p><i>*Interpret Punnett squares (monohybrid only) to determine genotypic and phenotypic ratios. Understand that dominant alleles mask recessive alleles.</i> <i>*Determine parental genotypes based on offspring ratios.</i> <i>*Interpret karyotypes (gender, and chromosomal abnormalities).</i> <i>*Recognize a variety of intermediate patterns of inheritance (codominance and incomplete dominance).</i> <i>*Recognize that some traits are controlled by more than one pair of genes and that this pattern of inheritance is identified by the presence of a wide range of phenotypes (skin, hair, and eye color).</i> <i>*Interpret autosomal inheritance patterns: sickle cell anemia including the relationship to malaria (incomplete dominance), cystic fibrosis (recessive heredity), and Huntington's disease (dominant heredity).</i> <i>*Solve and interpret codominant crosses involving multiple alleles including blood typing problems. (Blood Types: A, B, AB and O and Alleles: I^A, I^B, and i). Students should be able to determine if parentage is possible based on blood types.</i> <i>*Understand human sex chromosomes and interpret crosses involving sex-linked traits (color-blindness and hemophilia). Students should understand why males are more likely to express a sex-linked trait.</i> <i>*Interpret phenotype pedigrees to identify the genotypes of individuals and the type of inheritance.</i></p>	<p>Punnett Square Fun: https://www.khanacademy.org/science/biology/heredity-and-genetics/v/punnett-square-fun Introduction to Heredity Video: https://www.khanacademy.org/science/biology/heredity-and-genetics/v/introduction-to-heredity Sex-Linked Traits Video: https://www.khanacademy.org/science/biology/heredity-and-genetics/v/sex-linked-traits Karyotype Lab: https://mi01000971.schoolwires.net/cms/lib/MI01000971/Centricity/Domain/2027/Karyotyping%20Lab.pdf</p>	
SC.2.3 Evolution and Genetics: Understand the application of DNA technology			
<p>SC.2.3.1 Interpret how DNA is used for comparison and identification of organisms.</p>	<p><i>*Summarize the process of gel electrophoresis as a technique to separate molecules based on size. Students should learn the general steps of gel electrophoresis – using restriction enzymes to cut DNA into different sized fragments and running those fragments on gels with longer fragments moving slower than faster ones.</i> <i>*Interpret or “read” a gel.</i> <i>*Exemplify applications of DNA fingerprinting - identifying individuals; identifying and cataloging endangered species.</i></p>	<p>Gel Electrophoresis Animation: www.dnalc.org/resources/animations/gelectrophoresis.html</p>	

<p>4</p>	<p>SC.2.3.2 Summarize how transgenic organisms are engineered to benefit society.</p>	<p><i>*Generalize the applications of transgenic organisms (plants, animals, & bacteria) in agriculture and industry including pharmaceutical applications such as the production of human insulin.</i> <i>*Summarize the steps in bacterial transformation (insertion of a gene into a bacterial plasmid, getting bacteria to take in the plasmid, selecting the transformed bacteria, and producing the product).</i></p>	<p>DNA Transformation Animation: www.dnalc.org/resources/animations/transformation1.html</p>	
	<p>SC.2.3.3 Evaluate some of the ethical issues surrounding the use of DNA technology (including cloning, genetically modified organisms, stem cell research, and Human Genome Project).</p>	<p><i>*Identify the reasons for establishing the Human Genome Project.</i> <i>*Recognize that the project is useful in determining whether individuals may carry genes for genetic conditions and in developing gene therapy.</i> <i>*Evaluate some of the science of gene therapy. (e. g. Severe Combined Immunodeficiency and Cystic Fibrosis)</i> <i>*Critique the ethical issues and implications of genomics and biotechnology (stem cell research, gene therapy and genetically modified organisms).</i></p>	<p>National Human Genome Research Institute: https://www.genome.gov/About-Genomics/Introduction-to-Genomics</p>	
<p>SC.2.4 Evolution and Genetics: Explain the theory of evolution by natural selection as a mechanism for how species change over time.</p>				
	<p>SC.2.4.1 Explain how fossil, biochemical, and anatomical evidence support the theory of evolution.</p>	<p><i>*Summarize the hypothesized early atmosphere and experiments that suggest how the first “cells” may have evolved and how early conditions affected the type of organism that developed (first anaerobic and prokaryotic, then photosynthetic, then eukaryotic, then multicellular).</i> <i>*Summarize how fossil evidence informs our understanding of the evolution of species and what can be inferred from this evidence.</i> <i>*Generalize what biochemical (molecular) similarities tell us about evolution.</i> <i>*Generalize what shared anatomical structures (homologies) tell us about evolution.</i></p>	<p>Information on <i>Tiktaalik rosea</i>: http://tiktaalik.uchicago.edu/ Evidence for Evolution Article: https://www.khanacademy.org/science/biology/her/evolution-and-natural-selection/a/lines-of-evidence-for-evolution Anatomical Evidence for Evolution Article: https://www.thoughtco.com/anatomical-evidence-for-evolution-1224773</p>	

<p>5</p>	<p>SC.2.4.2 Explain how natural selection influences the changes in species over time.</p>	<p><i>*Develop a cause and effect model for the process of natural selection: *Species have the potential to increase in numbers exponentially. *Populations are genetically variable due to mutations and genetic recombination. *There is a finite supply of resources required for life. *Changing environments select for specific genetic phenotypes. *Those organisms with favorable adaptations survive, reproduce and pass on their alleles. *The accumulation and change in favored alleles leads to changes in species over time. *Illustrate the role of geographic isolation in speciation.</i></p>	<p>Evolution and Natural Selection Video: https://www.khanacademy.org/science/high-school-biology/hs-evolution/hs-evolution-and-natural-selection/v/introduction-to-evolution-and-natural-selection Natural Selection Video: https://www.khanacademy.org/science/biology/crash-course-bio-ecology/crash-course-biology-science/v/crash-course-biology-113 Natural Selection and the Owl Butterfly Video: https://www.khanacademy.org/science/high-school-biology/hs-evolution/hs-evolution-and-natural-selection/v/natural-selection-and-the-owl-butterfly</p>	
	<p>SC.2.4.3 Explain how various disease agents (bacteria, viruses, chemicals) can influence natural selection.</p>	<p><i>*Develop a cause and effect model for the role of disease agents in natural selection including evolutionary selection of resistance to antibiotics and pesticides in various species, passive/active immunity, antivirals and vaccines.</i></p>	<p>How Can We Solve the Antibiotic Resistance Crisis? Animation: https://www.youtube.com/watch?v=ZvhFeGEDFC8</p>	
<p>SC.2.5 Evolution and Genetics: Analyze how classification systems are developed upon speciation.</p>				
<p>6</p>	<p>SC.2.5.1 Explain the historical development and changing nature of classification systems.</p>	<p><i>*Generalize the changing nature of classification based on new knowledge generated by research on evolutionary relationships and the history of classification system.</i></p>	<p>Taxonomy: Life's Filing System - Crash Course Video: https://www.youtube.com/watch?v=F38BmgPcZ_I&nohtml5=False</p>	
	<p>SC.2.5.2 Analyze the classification of organisms according to their evolutionary relationship (including dichotomous keys and phylogenetic trees).</p>	<p><i>*Classify organisms using a dichotomous key. *Compare organisms on a phylogenetic tree in terms of relatedness and time of appearance in geologic history.</i></p>	<p>Dichotomous Keys Video: https://www.youtube.com/watch?v=3x7tulZd4Sw</p>	
<p>SC.2.6 Molecular Biology: Understand how biological molecules are essential to the survival of living organisms.</p>				

	<p>SC.2.6.1 Compare the structures and functions of the major biological molecules (carbohydrates, proteins, lipids, and nucleic acids) as related to the survival of living organisms.</p>	<p><i>*Compare the structure and function of each of the listed organic molecules in organisms:</i> <i>*Carbohydrates (glucose, cellulose, starch, glycogen)</i> <i>*Proteins (insulin, enzymes, hemoglobin)</i> <i>*Lipids (phospholipids, steroids)</i> <i>*Nucleic Acids (DNA, RNA)</i></p>	<p>Carbohydrates Video: https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biological-macromolecules/v/introduction-to-carbohydrates. Protein Video: https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biological-macromolecules/v/introduction-to-proteins-and-amino-acids. Lipids Video: https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biological-macromolecules/v/introduction-to-lipids Nucleic Acids Video: https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biological-macromolecules/v/introduction-to-nucleic-acids-and-nucleotides</p>	
<p>7</p>	<p>SC.2.6.2 Summarize the relationship among DNA, proteins and amino acids in carrying out the work of cells and how this is similar in all organisms.</p>	<p><i>*Recall that the sequence of nucleotides in DNA codes for specific amino acids which link to form proteins.</i> <i>*Identify the five nitrogenous bases (A, T, C, G and U) found in nucleic acids as the same for all organisms.</i> <i>*Summarize the process of protein synthesis.</i> Note: <i>Students are not expected to memorize the names and/or structures or characteristics of the 20 amino acids. The focus should be on the fact that side chains are what make each of the amino acids different and determine how they bond and fold in proteins.</i></p>	<p>Quizlet Flashcards: https://quizlet.com/259692107/relationship-of-protein-synthesis-nc-412-flash-cards/</p>	
	<p>SC.2.6.3 Explain how enzymes act as catalyst for biological reactions</p>	<p><i>Develop a cause and effect model for specificity of enzymes - the folding produces a 3D shape that is linked to the protein function, enzymes are proteins that speed up chemical reactions (catalysts) by lowering the activation energy, are reusable and specific, and are affected by such factors as pH and temperature.</i></p>	<p>Introduction to Enzymes and Catalysis: https://www.khanacademy.org/test-prep/mcat/biomolecules/enzyme-structure-and-function/v/an-introduction-to-enzymes-and-catalysis</p>	
<p>SC.2.7 Molecular Biology: Analyze the relationships between biochemical processes and energy use in the cell.</p>				
<p>8</p>	<p>SC.2.7.1 Analyze photosynthesis and cellular respiration in terms of how energy is stored, released, and transferred within and between these systems.</p>	<p><i>*Analyze overall reactions including reactants and products for photosynthesis and cellular respiration and factors which affect their rates (amounts of reactants, temperature, pH, light, etc.).</i> <i>*Compare these processes with regard to efficiency of ATP formation, the types of organisms using these processes, and the organelles involved. (Anaerobic respiration should include lactic acid and alcoholic fermentation.)</i></p>	<p>Photosynthesis Crash Course Video: https://www.youtube.com/watch?v=sQK3Yr4Sc_k Cellular Respiration Crash Course Video: https://www.youtube.com/watch?v=00jbG_cfGuQ</p>	

<p>SC.2.7.2 Explain ways that organisms use released energy for maintaining homeostasis</p>	<p><i>*Conclude that energy production by organisms is vital for maintaining homeostasis and that maintenance of homeostasis is necessary for life. Examples: Active transport of needed molecules or to rid the cell of toxins; movement to avoid danger or to find food, water, and or mates; synthesizing needed molecules.</i></p>	<p>Homeostasis Activity: https://unctv.pbslearningmedia.org/resource/tdc02.sci.life.reg.bodycontrol/body-control-center/ Homeostasis Video: https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-body-structure-and-homeostasis/v/homeostasis</p>	
<p>CCR Curriculum Mapping project is the result of a collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.</p>			

Physical Science Units 1-5

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	SC.3.1 Forces and Motion: Understand motion in terms of speed, velocity, acceleration, and momentum.			
	SC.3.2 Forces and Motion: Understand the relationship between forces and motion.			
	SC.3.1.1 Explain motion in terms of frame of reference, distance, and displacement.	<i>a. Explain how frame of reference is important when discussing the speed or velocity of something. b. Use vector and scalar drawings to show that velocity has a direction. c. Analyze vector/scalar drawings and use the equation $v=d/t$ to find the velocity of an object. d. Solve word problems using the velocity equation $v=d/t$. e. Solve word problems using the acceleration equation $a=\Delta v/t$. f. Analyze a graph and use the information presented to determine the displacement, velocity, or acceleration of an object.</i>	1. Velocity Problems http://www.khanacademy.org/science/physics/onedimensional-motion/displacement-velocitytime/v/calculating-average-velocity-or-speed 2. Speed/Velocity Comparison Video http://www.youtube.com/watch?v=c-iBy1-nt0M	
	SC.3.1.2 Compare speed, velocity, acceleration, and momentum using investigations, graphing, scalar quantities, and vector quantities	<i>a. Analyze vector/scalar drawings and use the equation $v=d/t$ to find the velocity of an object. b. Solve word problems using the velocity equation $v=d/t$. c. Solve word problems using the acceleration equation $a=\Delta v/t$. d. Analyze a graph and use the information presented to determine the displacement, velocity, or acceleration of an object.</i>	1. Difference between speed and velocity video https://www.youtube.com/watch?v=ukWpTQq13dw 2. Speed vs Velocity explanation and example problems https://www.mathsisfun.com/measure/speed-velocity.html 3. Position, Velocity, and Acceleration vs Time Graphs https://www.geogebra.org/m/pdNj3DgD 4. Speed, Velocity, and Acceleration Word Problems https://www.sheffield.k12.oh.us/Downloads/Speed_velocity,%20and%20acceleration%20problems.pdf	
1	SC.3.2.1 Explain how gravitational force affects the weight of an object and the velocity of an object in free fall.	<i>a. Recognize that the weight of an object is a measure of the force of gravity and is the product of its mass and the acceleration due to gravity: $F_g = mg$ b. With negligible air resistance, explain acceleration due to gravity as an example of uniformly changing velocity: $g = 9.8 \text{ m/s}^2$ c. Relate the presence of air resistance to the concept of terminal velocity of an object in free fall.</i>	1. Gravitational Forces Video https://www.youtube.com/watch/vdrnEC7bnYM 2. $W=mg$ Practice Problems http://shakerscience.weebly.com/uploads/2/7/7/0/27700095/mass-weight-gravity-ws-1.pdf	
	SC.3.2.2 Classify frictional forces into one of four types: static, sliding, rolling, and fluid.	<i>a. Identify friction as a force that opposes motion of an object. b. Classify the frictional forces present in a situation such as a book resting on a table (static), a box pushed across the floor (sliding), a ball rolling across the floor (rolling), a boat moving through a river (fluid), or an object in free-fall (air resistance).</i>	1. Friction Lab and Simulation https://phet.colorado.edu/en/contributions/view/2846	

<p>SC.3.2.3 Explain forces using Newton's three laws of motion.</p>	<p><i>a. Explain the property of inertia as related to mass - the motion of an object will remain the same (either at rest or moving at a constant speed in a straight line) in the absence of unbalanced forces; if a change in motion of an object is observed, there must have been a net force on the object.</i></p>	<p>1. Newton's First Law of Motion https://www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion/v/newton-s-1st-law-of-motion 2. Newton's Second Law of Motion https://www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion/v/newton-s-second-law-of-motion 3. Newton's Third Law of Motion https://www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion/v/newton-s-third-law-of-motion 4. Forces and Motion Simulation https://phet.colorado.edu/en/simulation/forces-and-motion-basics</p>	
<p>SC.3.3 Matter: Understand types, properties, and structure of matter.</p>			
<p>SC.3.3.1 Classify matter as: homogeneous or heterogeneous; pure substance or mixture; element or compound; metals, nonmetals, or metalloids; solution, colloid, or suspension.</p>	<p><i>a. Classify a sample of matter as homogeneous or heterogeneous based on uniformity of the material. b. Classify a sample of matter as a pure substance or mixture based on the number of elements or compounds in the sample. c. Classify an element as a metal, nonmetal, or metalloid based on its location on the periodic table. d. Classify a substance as an element or compound using its chemical formula.</i></p>	<p>1. Homogeneous and Heterogeneous Mixtures Examples https://www.youtube.com/watch/el-tmv4DLEk 2. Classification of Matter Worksheet https://www.oakparkusd.org/cms/lib5/CA01000794/Centricity/Domain/934/Classification%20of%20Matter%20ANSWER%20KEY.pdf 3. Interactive Periodic Table of Elements https://ptable.com/#Properties 4. Metals, Nonmetals, and Metalloids Worksheet https://www.thoughtco.com/metals-nonmetals-and-metalloids-worksheet-608956 5. Metals, Nonmetals, and Metalloids Video https://www.youtube.com/watch?v=dpvfCuXVSkq 6. Density Simulation https://interactives.ck12.org/simulations/chemistry/density/app/index.html?screen=sandbox 7. Density Worksheet https://podcasts.shelbyed.k12.al.us/nturpen/files/2020/01/Density-worksheet.pdf 8. Physical and Chemical Properties Simulation https://interactives.ck12.org/simulations/chemistry.html?referrer=simulation&simulation</p>	
<p>2 SC.3.3.2 Explain the phases of matter and the physical changes that matter undergoes.</p>	<p><i>a. Develop a conceptual cause-and-effect model for the phase change process that shows the relationship among particle attraction, particle motion, and gain or loss of heat - when a solid melts it has absorbed heat that increased the potential energy of its particles (space between particles) thus reducing the attraction between particles so that they can flow in a liquid phase. b. The focus should be on the following phase changes: solid to liquid (melting), liquid to gas (vaporization), gas to liquid (condensation), and liquid to solid (freezing). c. Interpret solubility curves to determine the amount of solute that can dissolve in a given amount of solvent (typically water) at a given temperature. d. Qualitatively explain concentration of solutions as saturated, unsaturated or supersaturated; dilute or concentrated.</i></p>		
<p>SC.3.3.3 Compare physical and chemical properties of various types of matter.</p>	<p><i>a. Calculate the density of different substances using the relationship. $D=M/V$ b. Compare physical properties of a mixture that could be used to separate its components such as solubility, density, boiling point, magnetic property, etc.</i></p>		

SC.3.4 Matter: Understand chemical bonding and chemical interactions.			
3	<p>SC.3.4.3 Predict chemical formulas and names for simple compounds based on knowledge of bond formation and naming conventions.</p>	<p><i>a. Predict chemical formulas and names for simple compounds based on knowledge of bond formation and naming conventions.</i></p>	<p>reactions-stoichiome/balancing-chemical-equations/v/chemical-reactions-introduction</p> <p>2. Balancing Chemical Equations Video https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/balancing-chemical-equations-introduction</p> <p>3. Balancing Chemical Equations Simulation https://phet.colorado.edu/sims/html/balancing-chemical-equations/latest/balancing-chemical-equations_en.html</p> <p>4. Balancing Chemical Equations/Conservation of Mass Simulation and Worksheet https://interactives.ck12.org/simulations/chemistry.html?referrer=simulation&simulation</p> <p>5. Balancing Equations Worksheet https://www.northallegheeny.org/cms/lib/PA01001119/Centricity/Domain/1083/balancingpractice.pdf</p> <p>6. Classifying Reaction Types Video https://www.youtube.com/watch/2qX9MOQQOmAM</p> <p>7. Types of Chemical Reactions Worksheet https://lchs.lpsd.ca/eteacher_download/2112/110441</p>
	<p>SC.3.4.4 Exemplify the law of conservation of mass by balancing chemical equations.</p>	<p><i>a. Use coefficients to balance simple chemical equations involving elements and/or binary compounds. b. Conclude that chemical equations must be balanced because of the law of conservation of matter.</i></p>	
	<p>SC.3.4.5 Classify types of reactions such as synthesis, decomposition, single replacement or double replacement.</p>	<p><i>a. Classify chemical reaction as one of four types: single replacement, double replacement, decomposition and synthesis. (Neutralization reaction is a type of double replacement reaction.)</i></p>	
SC.3.6 Energy Conservation and Transfer: Understand types of energy, conservation of energy and energy transfer.			
4	<p>SC.3.6 .1 Explain thermal energy and its transfer.</p>	<p><i>a. Compare thermal energy, heat, and temperature. b. Relate phase changes to latent heat that changes the potential energy of particles while the average kinetic energy of particles (temperature) remains the same. c. Compare conduction, convection, and radiation as methods of energy transfer.</i></p>	
	<p>SC.3.6 .2 Explain the law of conservation of energy in a mechanical system in terms of kinetic energy, potential energy and heat.</p>	<p><i>a. Exemplify the relationship between kinetic energy, potential energy, and heat to illustrate that total energy is conserved in mechanical systems such as a pendulum, roller coaster, cars/balls on ramps, etc. b. Relate types of friction in a system to the transformation of mechanical energy to heat.</i></p>	<p>1. Energy Forms and Changes Simulation https://phet.colorado.edu/en/simulation/energy-forms-and-changes</p> <p>2. Energy Transfer Video https://www.youtube.com/watch?v=PGY-nl_p5Ho 3. Classify Energy Transfer Worksheet https://tb2cdn.schoolwebmasters.com/acnt_345659/site_367483/Documents/Energy-Worsheet-7th-Grade.pdf Interactive Kinetic and Potential Energy Simulation and Worksheet http://interactives.ck12.org/simulations/physics/loop-the-</p>

	<p>SC.3.6.3 Explain work in terms of the relationship among the applied force to an object, the resulting displacement of the object, and the energy transferred to an object.</p>	<p><i>a. Explain scenarios, in which work is done, identifying the force, displacement, and energy transfer- work requires energy; when work is done on an object, the result is an increase in its energy and is accompanied by a decrease in energy somewhere else. b. Compare scenarios in which work is done and conceptually explain the differences in magnitude of work done using the relationship $W= F\Delta d$.</i></p>	<p>loop/app/ 4. Ski Jump Interactive Physics Lesson http://interactives.ck12.org/simulations/physics/ski-jump/app/</p>	
SC.3.7 Energy Conservation and Transfer: Understand the nature of waves.				
5	<p>SC.3.6.4 Explain the relationship among work, power and simple machines both qualitatively and quantitatively.</p>	<p><i>a. Infer the work and power relationship. b. Explain the relationship between work input and work output for simple machines using the law of conservation of energy.</i></p>	<p>1. Block and Tackle/Work/Mechanical Advantage Simulation and Worksheet http://interactives.ck12.org/simulations/physics/block-and-tackle/app/ 2. Mechanical Advantage Worksheet https://d2y1pz2y630308.cloudfront.net/5459/documents/2015/3/Mechanical%20Advantage%20Worksheet%204.pdf 3. Introduction to Mechanical Advantage video https://www.youtube.com/watch?v=pfzJ-z5lj48 4. Wave Simulation http://interactives.ck12.org/simulations/physics/stadium-wave/app/ 5. Transverse and Longitudinal Waves Video https://www.youtube.com/watch?v=pqJzn8Y1HFw</p>	
	<p>SC.3.7.1 Explain the relationships among wave frequency, wave period, wave velocity, amplitude, and wavelength through calculation and investigation.</p>	<p><i>a. Identify the basic characteristics of a longitudinal (compressional) wave: amplitude, rarefaction, and compression. b. Recognize the relationship between period and frequency (focus on conceptual understanding). c. Explain the relationship among velocity, frequency, and wavelength and use it to solve wave problems. d. Exemplify wave energy as related to its amplitude and independent of velocity, frequency or wavelength.</i></p>		
	<p>SC.3.7.3 Classify waves as transverse or compressional (longitudinal).</p>	<p><i>a. Compare compressional (longitudinal) and transverse waves in terms of particle motion relative to wave direction.</i></p>		

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Earth Science Units 1-3

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
SC.4.1 Earth in the Universe: Explain the Earth’s role as a body in space.				
1	SC.4.1.3 Explain how the Earth’s rotation and revolution about the Sun affect its shape and is related to seasons and tides.	<i>a. Describe daily changes due to rotation, seasonal changes due to the tilt and revolution of the Earth, and tidal impact due to the gravitational interaction between the Earth and Moon.</i>	1. Seasons Simulation https://www.earthspacelab.com/app/seasons/ 2. Tides Simulation https://www.earthspacelab.com/app/tides/ 3. Reason for Seasons Video Khan Academy https://www.youtube.com/watch?v=05qDljKevJo 4. Fusion vs. Fission: What’s the Difference? Video https://www.youtube.com/watch?v=2W-GEE6YU4M 5. Electromagnetic Radiation Video https://www.youtube.com/watch?v=2W-GEE6YU4M 6. Differential Heating Video https://www.youtube.com/watch?v=7fd03fBRsuU 7. Heating and Cooling of Land and Water Lab Video https://www.youtube.com/watch?v=vMV_joMksJM	
	SC.4.1.4 Explain how the Sun produces energy that is transferred to the Earth by radiation.	<i>a. Compare combustion and nuclear reactions (fusion and fission) on a conceptual level. Identify fusion as the process that produces radiant energy of stars. b. Identify the forms of energy (electromagnetic waves) produced by the Sun and how some are filtered by the atmosphere (X-rays, cosmic rays, etc.). c. Summarize how energy flows from the sun to the Earth through space.</i>		
	SC.4.1.5 Explain how incoming solar energy makes life possible on Earth.	<i>a. Explain how the tilt of the Earth’s axis results in seasons due to the amount of solar energy impacting the Earth’s surface. b. Explain differential heating of the Earth’s surface (water temperature vs. land temperature). c. Explain how solar energy is transformed into chemical energy through</i>		
SC.4.9 Earth Systems, Structures and Processes: Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.				
2	SC.4.9.1 Evaluate alternative energy technologies for use in North Carolina.	<i>a. Critique the benefits, costs and environmental impact of various alternative sources of energy for North Carolina (solar, wind, biofuels, nuclear fusion, fuel cells, wave power, geothermal). b. Evaluate which sources of alternative energy may work best in different parts of the state and why.</i>	1. Overview of Different Types of Renewable Energy according to the EIA https://www.eia.gov/energyexplained/renewable-sources/ 2. Alternative Energy and Analysis of Energy for NC https://www.eia.gov/state/analysis.php?sid=NC 3. Comparing Sustainable Farming to Conventional, Organic, and Biodynamic Farming Slideshow http://calasa.ucdavis.edu/files/259252.pdf 4. Industrial Agriculture Khan Academy Video https://www.youtube.com/watch?v=cajeNeQ5p64 5. Population Growth Simulation https://www.ined.fr/en/everything_about_population/population-games/tomorrow-population/ 6. Human Population Growth Crash Course Video https://youtu.be/E8dkWQVFAoA 7. Human Impacts on the Environment Crash Course Video https://youtu.be/5eTCZ9L834s 8a. Population (Carrying Capacity/Limiting Factors) Simulation https://	
	SC.4.9.2 Critique conventional and sustainable agriculture and aquaculture practices in terms of their environmental impacts.	<i>a. Critique the advantages and disadvantages of traditional agriculture/aquaculture techniques and compare with sustainable agriculture/aquaculture techniques. Include the economics and environmental impacts in this comparison.</i>		

			//labaid.s3.us-east-2.amazonaws.com/sgisims/fishery/index.html 8b. Lab Sheet for Population Simulation https://www.mlbgd.k12.pa.us/cms/lib/PA09000085/Centricity/Domain/85/Population%20Simulation.pdf 9. Wind Turbine Efficiency Simulation with Worksheet http://interactives.ck12.org/simulations/physics/wind-turbine/app/
	SC.4.9.3 Explain the effects of uncontrolled population growth on the Earth's resources.	a. Explain carrying capacity. b. Infer limiting factors to human population growth. c. Summarize the impacts of a growing population on the natural resources in North Carolina.	
	SC.4.7 Earth Systems, Structures and Processes: Analyze patterns of global climate change over time.		
3	SC.4.7.2 Explain changes in global climate due to natural processes.	a. Summarize natural processes that can and have affected global climate (particularly El Niño/La Niña, volcanic eruptions, sunspots, shifts in Earth's orbit, and carbon dioxide fluctuations). b. Explain the concept of the greenhouse effect including a list of specific greenhouse gases and why CO2 is most often the focus of public discussion.	1. Climate Change Resources from NASA https://climate.nasa.gov/ 2. National Geographic Resources on Climate Change https://www.nationalgeographic.org/education/climate-change/ 3. Biggest Lie About Climate Change Video https://www.youtube.com/watch?v=TbW_1MtC2So 4. Is It Too Late to Stop Climate Change? Video https://youtu.be/wbR-5mHI6bo 5. Who Is Responsible For Climate Change? Video https://youtu.be/ipVxxxqwbQw 6. Greenhouse Effect Video https://www.youtube.com/watch?v=3ojaDMadZXU
	SC.4.7.3 Analyze the impacts that human activities have on global climate change (such as burning hydrocarbons, greenhouse effect, and deforestation).	a. Outline how deforestation and the burning of fossil fuels (linked to increased industrialization) contribute to global climate change.	

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Social Studies Levels 5 and 6

SS.1.1 / SS.2.1 / ss.4.1 Apply the four interconnected dimensions of historical thinking to the United States Historical Standards in

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to	Notes
			Khan Academy		Covers most topics - Just search what you are teaching.
			Statistica		Use Infographics in Social Studies Lessons.
1	SS.1.1.1 Use Chronological Thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end) 2. Interpret data presented in time lines and create timelines	Students: can use chronological thinking to identify the beginning, middle, and end of an historical narrative. can use chronological thinking to Interpret data presented in time lines. can use chronological thinking to create timelines.	https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/		
2	SS.1.1.2 Use Historical Comprehension to: 1. Differentiate between historical facts and historical interpretations 2. Analyze data in historical maps 3. Analyze visual, literary and musical sources	Students: can use historical comprehension to reconstruct the literal meaning of a historical passage. can use historical comprehension to understand the difference between historical facts and historical interpretations. can use historical comprehension to analyze data in historical maps. can use historical comprehension to analyze visual, literary, and musical sources.	Choose period specific Art, Passages and Music to explore the differences between historical fact and historical interpretations.		Students can also choose period specific Art, Passages and Music and create a presentation to present as part of the lesson.

<p>3</p>	<p>SS.1.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and effect relationships and multiple causation. 4. Evaluate the influence of the past on contemporary issues.</p>	<p>Students: can use historical analysis and interpretation to identify issues and problems in the past. can use historical analysis and interpretation to consider multiple perspectives of various peoples in the past. can use historical analysis and interpretation to analyze cause-and-effect relationships. can use historical analysis and interpretation to analyze effects that have more than one cause. can use historical analysis and interpretation to evaluate competing historical narratives and debates among historians. can use historical analysis and interpretation to evaluate the influence of the past on contemporary issues.</p>	<p>World Digital Library</p>	<p>Use with Analyze Cause and Effect:SS.2.6.2 Explain the reasons for US involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).</p>	
<p>SS.1.2/SS.2.2 Analyze key political, economic and social turning points in United States History using historical thinking. AH1.H.2 (Throughout US History)</p>					
<p>Units</p>	<p>Benchmark Standards</p>	<p>Learning Targets</p>	<p>Resources</p>	<p>Other Standards to Incorporate</p>	<p>Notes</p>
<p>4</p>	<p>SS.1.2.1/Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p>	<p>Students: can analyze key political turning points throughout history in terms of their causes and effects. can analyze key economic turning points throughout history in terms</p>	<p>Quizlet</p>	<p>LA.2.3: 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>	

5	SS.2.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	points throughout history in terms of their causes and effects. can analyze key social turning points throughout history in terms of their causes and effects. can evaluate key turning points throughout history in terms of their lasting impact.	Landmark Court Cases in American History		
				LA.2.4: Draw evidence from literary or informational texts to support analysis, reflection, and research.	This standard should be integrated to all lessons taught in all subjects.
SS.2.4 Analyze how conflict and compromise have shaped politics, economics and culture in the US. Concept(s): Conflict, Compromise.					
Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes

<p>6</p>	<p>SS.2.4.1 Analyze the political issues and conflicts that impacted the US since Reconstruction and the compromises that resulted (e. g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, AntiWar protests, Watergate, etc.)</p>	<p>Students: can analyze the political issues and conflicts that impacted the US since Reconstruction. can analyze the compromises that resulted from the political issues and conflicts that impacted the US since Reconstruction. can analyze the economic issues and conflicts that impacted the US since Reconstruction. can analyze the compromises that resulted from economic issues and conflicts that impacted the US since Reconstruction. can analyze the social and religious conflicts, movements and reforms that impacted the US since Reconstruction in terms of participants. can analyze the social and religious conflicts, movements and reforms that impacted the US since Reconstruction in terms of strategies. can analyze the social and religious conflicts, movements and reforms that impacted the US since Reconstruction in terms of opposition. can analyze the social and religious conflicts, movements and reforms that impacted the US since Reconstruction in terms of results. can analyze the cultural conflicts that impacted the US since Reconstruction. can analyze the compromises that resulted from the cultural conflicts that impacted the US since Reconstruction</p>	<p>https://www.ushistory.org/</p>		
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	SS.2.4.2 Analyze the economic issues and conflicts that impacted the US since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side	<ul style="list-style-type: none"> • While a nation's economic policies may encourage national growth, these policies may also lead to sectional tensions. • As a nation prospers and grows, economic opportunities may increase for some individuals and groups, while decreasing for others. • How and why the US became more industrial and urban during the 19th Century and to what extent rapid urban and industrial development produced widespread poverty and poor working conditions (e.g., poor sanitation, threat of fires and conditions of tenements, Triangle Shirtwaist Fire). • How and why the Great Depression occurred in the US and the extent to which it affected the livelihood and fortunes of various Americans. 			
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SS.3.2 Analyze government systems within the United States in terms of their structure, function and relationships. CE.C&G.2

Units	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes
7	SS.3.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.).	<p>Students: can analyze the structures of the national government in terms of ways they are organized to maintain order, security, and welfare of the public and the protection of citizens. can analyze the structures of state governments in terms of ways they are organized to maintain order, security, and welfare of the public and the protection of citizens. can analyze the structures of local governments in terms of ways they are organized to maintain order, security, and welfare of the public and the protection of citizens. can summarize the functions of the North Carolina state government within the federal system of government. can summarize the functions of North Carolina local governments within the federal system of government.</p>	<p>https://www.wssd.org/cms/lib/PA01001072/Centricity/Domain/725/Branches%20of%20Government.pdf</p>	SS.3.2.2 Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).	

8	SS.3.2.3 Evaluate the U.S. Constitution as a "living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis judicial review, supremacy, equal protections, "establishment clause", symbolic speech, due process, right to privacy, etc.).	Students: can evaluate the U.S. Constitution as a "living document" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence.	https://votesmart.org/education/constitution#YCGGsehKiUk https://constitutioncenter.org/media/files/constitution.pdf https://www.archives.gov/files/legislative/resources/education/bill-of-rights/images/handout-3.pdf https://quizlet.com/8229049/us-constitution-study-guide-flash-cards/		
9	SS.3.2.4 Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.).	Students: can evaluate the authority the federal government has over individuals' rights and privileges. I can evaluate the authority state governments have over individuals' rights and privileges. can evaluate the authority local governments have over individuals' rights and privileges. I can analyze contemporary issues in terms of how they promote the public interest and/or general welfare. can analyze governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare. can analyze America's two-party system in terms of the political and/or economic views that led to its emergence. can analyze America's two-party system in terms of the role that political parties play in American politics	America's Historical Documents		
SS.3.8 Understand economies, markets and the role economic factors play in making economic decisions. CE.E.1					
Units	Benchmark Standards	Learning Targets	Resources		Notes
10	SS.3.8.1 Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.	Students: can compare how individuals and governments use scarce resources	Economics Overview	T.3.3.2: Use spreadsheet concepts and functions (e.g. median, range, model to calculate, represent, and explain data	

11	SS.3.8.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).	<p>Students:</p> <p>can analyze a market economy in terms of its economic characteristics.</p> <p>can analyze a market economy in terms of the roles economic characteristics play in decision making.</p> <p>can analyze a market economy in terms of how important the role of each economic characteristic is.</p> <p>can explain how supply and demand determine equilibrium price and quantity produced.</p> <p>can analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>can analyze the ways in which profits influence what is produced and distributed in a market system.</p>		T.3.4.2: Modify or create and use spreadsheets to calculate and graph data to incorporate into other documents or projects (e.g. word processing, multimedia, and web pages), citing sources	
12	SS.3.8.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).	<p>Students:</p> <p>can compare how various market structures affect decisions made in a market economy.</p>			
SS.3.6 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning. CE.PFL.1					
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	Notes
13	SS.3.6.1 Explain how education, income, career, and life choices impact an individual's financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.)	<p>Students:</p> <p>can explain how education impacts an individual's financial plan and goals.</p> <p>can explain how income impacts an individual's financial plan and goals.</p> <p>can explain how career choices impact an individual's financial plan and goals.</p> <p>can explain how life choices impact an individual's financial plan and goals.</p>	Use Consumer Finance and Personal Finance books available to you.	T.2.4.4: Plan and develop database reports to organize data, create reports, and present findings, citing sources	These units can easily be tied in Math lessons or used as a Math unit. These units help students with financial decisions and other life skills needed.

14	SS.3.6.2 Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).	Students: can explain how fiscally responsible individuals create and manage a personal budget that includes income, taxes, gross and net pay, giving, fixed and variable expenses and retirement	Budget Worksheet	T.3.4.1: Modify or create a spreadsheet by using the features and functions previously learned to analyze and interpret information, solve problems, make decisions, and support, display, and present findings, citing sources.	
15	SS.3.6.3 Analyze how managing a checking and savings account contributes to financial well being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.)	Students: can analyze how managing a checking and savings account contributes to financial well being.	https://quizlet.com/154004128/checking-saving-accounts-definition-flash-cards/		
15	SS.3.6.4 Summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers (e.g., credit card management, monitoring interest rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).	Students: can summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers.	https://www.myfico.com/credit-education		
16	SS.3.6.5 Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).	Students: can analyze how fiscally responsible individuals save and invest to meet financial goals. can compare various investing strategies and their tax implications for their potential to build wealth.	https://www.thebalance.com/investing-terms-you-should-know-356338	SS.3.6.6 Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.).	

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<h2 style="text-align: center;">ELA Standards for Reading Level 1-2</h2>				
Standard:R. 1 Print Concepts Phonemic Awareness/ Word analysis: The student will develop and demonstrate knowledge of print concepts and phonemic awareness, word analysis, and				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	R.1.1.4 Identify vowels (short, long, r-controlled, and vowel combinations) and their sounds. Use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Use pictures and/or words to identify the five short vowel sounds, the five long vowel sounds, at least three "r-controlled" vowel sounds (ur, ar, er, ir, or) and three vowel combinations(ai, ea, ee).	<p>Let each student say their name and then write it on the board, then the other students identify vowels in the name and whether they are long, short, or r-controlled vowel sounds. http://www.sadlier-oxford.com/phonics/student.cfm Under grades 1-2 click on Long Vowel Sounds, Short Vowel Sounds, Long Vowel Sounds e and u, and Short or Long Vowel Words. Make cards with an opening to slide a vowel strip through to complete one-syllable words with long vowel sounds.(spellingcity.com).</p>	
2	R.1.1.5 Identify two-letter consonant blends and digraphs in initial and final word positions and use these to decode one and two syllables.	Identify the two-letter consonant blends (br-, sp-, cl-, -nd, -sk) and digraphs (ch, sh, th, wh) in the initial and/or final word positions and use them to read the words orally	Write real-life words with consonant blends and digraphs. Have students highlight the consonant blends and digraphs that they find and then say the word. Consonant Blends Word List - Consonant Blends Activities (spellingcity.com).	T.6.1.1 Identify and discuss the internet as a source of information at school and home.
3	R. 1.1.6 Segment spoken one syllable words into their complete sequence of individual sounds (phonemes) and then substitute individual sounds to make new words	From a list of ten original words, student forms at least two new words from each by adding or substituting individual sounds.	Using index cards, have student write original word and new words on individual cards. Students would use these cards to form sentences with each "group" of words. Use above index cards to place new words and original word in alphabetical order. (spellingcity.com).	
Standard:R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
4	R. 2.1.3 Identify common functional and survival signs and labels with one-word symbol.	Identify a graphic of ten or more common functional signs, survival signs, and labels with one word or symbol (e.g., danger, hospital, restroom, poison).	Play Pictionary with functional and survival signs. Put the symbol and the sign on an index card (put all cards face down). Have a student choose a card and draw it for the others to guess. Take students on a "field trip" to identify common signs and labels with one word or symbol and take a picture to use later in matching worksheets, games, and classroom activities. vocabulary.com	
5	R.2.1.4 Read common numbers, symbols and abbreviations (e.g., clock time, prices, sizes, dollar sign) in isolated words and phrases in familiar texts.	Read twenty-five or more written numbers, symbols, and abbreviations (one, two), clock time, prices, sizes, and isolated words and phrases in familiar contexts (e.g., traffic signs, store ads, clothing, tags, fast food menus).	Have students go out into the community or in their home and find symbols and abbreviations to bring back and share with the class. Have students make a comprehensive list of the abbreviations and symbols they found. Make a notebook of symbols using a digital camera to take pictures of symbols/abbreviations found in the community. Include the picture, the abbreviation and the full word. vocabulary.com	
Standard:R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate

6	R.3.1.1 Locate pertinent information in simple, familiar materials and ask and answer questions about the key details.	Locate pertinent information in two or more simple materials (e.g., want ads, job listings, schedules, signs, food packages, etc.)	Using simple menus, have students identify what comes with a meal. Look at simple ingredients or nutritional value in food items. Read obituaries in the newspaper. Use student interests to determine what areas to cover, such as food labels, Rx labels, laundry instructions, sports scores, the weather, etc. readingquest.org https://www.khanacademy.org activelylearn.com readworks.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.
7	R.3.1.5 Know and use various text features (ex. Headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Demonstrate an understanding of a variety of text features by locating and identifying key components of real-life materials.	Have students use magazines or other print sources to identify key information such as headings, titles, tables, maps, charts, schedules, etc. Have students cut out each text feature and create a wall display of their findings. As a whole group, have students discuss how text features can help with comprehending the text. readworks.org activelylearn.com	
8, 9	R.3.1.6 Closely read a text to determine what the text says, make logical inferences from it, and cite evidence from it, and cite evidence from the text to support claims.	Closely read an assigned text and cite evidence to support logical inferences.	Have students practice close reading of complex text at the appropriate instructional level. Use the website readworks.org Another site https://jimmysl.com/esl-reading-comprehension-worksheets/#Worksheets_for_Beginners_A1-A2 , ESLvideo.com activelylearn.com	T.6.1.1 Identify and discuss the internet as a source of information at school and home.

Standard:R.4 Fluency: The student will develop and demonstrate knowledge of different reading strategies to read a variety of literary, functional, and informational text with accuracy and speed.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
10, 11	R.4.1.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary	Read orally, with accuracy and comprehension, texts designed for the instructional level.	Allow students to "echo" read with instructor. Have teams of students do shared reading, i.e., one group reads the first sentence, the next group reads the next sentence and so forth and continue to take turns reading sentences. Instructor models fluent reading by reading aloud to class from authentic (real-life) text. Use a short poem and assign each student a line to practice. Have students read their lines to a partner and practice until mastered. Then the group can read the entire poem. The use of website ESLvideo.com a variety of option read and comprehend on instructional level. readingquest.org activelylearn.com readworks.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.

Standard:R.5 Literature and Informational Text: the student will develop and demonstrate knowledge of a range of increasingly complex literature and informational texts.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
12, 13	R.5.1.1 Retell stories, including key details and main topic, and demonstrate understanding of their central message or lesson.	After reading a selected story student retells the story to the instructor and includes information about main topic and message or lesson.	Have students role-play stories that they have read and verbalize the main topic and message/lesson. Have students illustrate the story they have read and share illustration and summary of story with class. readworks.org readingquest.org activelylearn.com	
14	R.5.1.2 Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Student will be able to fill in a blank graphic organizer in the areas related to characters, setting, major events, and key connections between characters.	Have students work with at least two different graphic organizers for stories. Use stories that depict real-life characters. Use real-life stories and events for students to practice identifying the connections between the characters, events, ideas or information in the texts. readingquest.org https://www.readworks.org/ activelylearn.com	

15	R.5. 1.4 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Know and use various text features (e.g., Headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Given a list of books, a student correctly identifies at least three books that give information and three that tells stories. Given a book, a student is able to identify and orally explain how to use text features such as headings, table of contents, and glossaries.	Have students use current textbooks for different subject areas to identify the text features that would help with reading the book. Use text books at their current reading level, but also may use textbooks at one level higher and show how even harder to read books have the same text features. readingquest.org https://www.readworks.org/ activelylearn.com	
16	R.5.1.8 Read appropriately complex informational text, prose, and poetry for current reading level	Read informational text or literature aloud.	Use choral reading activities with poetry, songs, plays. Have students write poetry, songs, and/or plays and then read them aloud to the class. readingquest.org readworks.org activelylearn.com	

ELA Standards for Writing Level 1-2

Standard:W.1 Readability/Accuracy: The student will develop and apply knowledge of the basic written English language.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	W.1.1.4 Write personal information and dates on a form.	Students will be able to correctly write their personal information (first, middle, and last name, address, telephone number, date of birth, etc.) in a simple form.	Use job applications, doctor forms, school forms, and rental contracts.	T.2.4.2 Plan and develop a simple database to enter, edit, collect, organize, and display data.
1	W.1.1.5 Accurately space words to form simple sentences	Students will be able to write, from dictation or copy, at least three simple sentences applying correct spacing among the elements of speech.	Use poems, children's books, recipes, song lyrics, and articles in newspapers and in magazines.	

Standard:W.2 Capitalization, Punctuation, & Spelling: The student will develop and apply knowledge of the rules for capitalization, punctuation, and spelling to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
2	W.2.1.3 Capitalize proper nouns, e.g., names, titles, places, and abbreviations.	Students will be able to edit twenty proper nouns including names, titles, places, and abbreviate for capitalization.	*Create vocabulary for proper nouns and abbreviations in a word document and/or in Quizlet for students to practice. *Design activities including spelling mistakes for students to correct.	
3, 4	W.2.1.4 Distinguish between declarative, imperative, interrogative, and exclamatory sentences when presented orally by the instructor.	Students will be able to identify ten sentences when read by the instructor as either "telling" (declarative), "commanding" (imperative), "questioning" (interrogative) or "exclaiming" (exclamatory).	*Create videos and audios with different types of sentences recorded for students to classify.*Read stories aloud.	T.4.1.2 Identify, locate, and use letters, numbers, and special keys (e.g., arrow keys, space bar, shift, insert, enter/return, backspace, delete) on the keyboard.
5	W.2.1.5 Correctly punctuate simple sentences with end punctuation including periods, question marks, and exclamation points.	Students will be able to punctuate ten sentences with end punctuation for declarative, interrogative, exclamatory, and imperative sentences.	*Design worksheets with sentences and read them out loud, and ask the student to add the correct punctuation (period, exclamation mark, question mark). *Ask the students to write short messages where they have to include different type of sentences.*Assign the students to create fictional ads where they have to include different type of sentences.	
6	W.2.1.6 Correctly punctuate abbreviations of common titles.	Students will be able to punctuate at least ten sentences with abbreviations of titles, such as: Mr., Mrs., Dr., Jr., Sr., and any other titles used when addressing people.	Students could write emails, letters, invitation cards, and information on envelopes.	

Standard: W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
7, 8	W.3.1.2 Use personal, possessive and indefinite pronouns.	Students will be able to identify personal, possessive, and indefinite pronouns from a list.	*Pronouns - Grammar Exercises - Learning English (englisch-hilfen.de) *Pronouns Exercise (english grammar.org) *It must be true! (teach-this.com) *Find Someone Who... (teach-this.com) *Object Pronouns (teach-this.com) *Appropriate Answers (teach-this.com) *Subject Object Pronoun Practice (teach-this.com)	
9, 10	W.3.1.4 Identify proper subject and verb agreement in a sentence.	Students will be able to identify subject and verb agreement in at least ten written sentences.	*Subject-Verb Agreement Relay Race (teach-this.com) *Subject-Verb Agreement Sentence Game (teach-this.com)	
11	W.3.1.5 Write related sentences using correct capitalization, punctuation, and grammar.	Students will be able to compose three related simple sentences grammatically correct.	Students could write notes addressed to their children's teachers, phone messages, and posts for a social media page.	

Standard: W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
12, 13	W.4.1.3 Compose simple sentences in both present and past tense.	Students will be able to identify present and past tense in at least ten simple sentences.	Students could write about anecdotes in their lives. For example, comparing the things they did when they were little with the things children do now.	T.4.1.3 Identify, discuss, and use word processing as a tool to enter letters, numbers, words, and phrases.

Standard: W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
14	W.5.1.2 Use a combination of drawing, dictating, and writing to narrate an event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	Students will be able to write three sentences for each event and will develop a draft for each event.	Students could design a picture-narration (combination of images and writing), create a comic strip, and make a PowerPoint Presentation.	T.2.4.5 Select and use appropriate database features and functions to collect, organize information, and create reports for use in other projects or media (e.g., documents, multimedia project, web pages), citing sources.
15, 16	W.5.1.3 Focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will be able to generate a new outline using suggestions from classmates.	Students could work in small groups to share ideas and help each other to create a new outline.	

ELA Standards for Listening and Speaking Level 1 & 2

Standard: S1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
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1,2,3	S.1.1.2 Follow agreed-upon rules for discussions E.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Students will be able to respond Yes/No questionnaire consisting of ten questions. Students will be able to use target vocabulary with accuracy.	In the following websites you will find a variety of practice for present simple yes/no questions and short answers with the verb "to be" and "do". Students can also practice asking and answering information questions in present simple." Are you.....?" " Do you.....?" etc. www.teach-this.com www.talkenglish.com www.rong-chang.com www.eslspeaking.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.
4,5,6	S.1.1.3 Build on others' talk in conversations by responding to the comments of others through multiple exchanges	Students will be able to accurately use a word bank or phrase bank to participate in conversations with classmates.	In the following websites you will find a variety of practice for student engagement in a range of collaborative discussions that can be done in small groups ,pairs and Role-Play using vocabulary and common questions/phrases used in restaurants, doctor's office/hospitals, shopping centers etc. www.twinkl.com www.islcollective.com/english-esl-worksheets/search/word+bank https://www.inbristol.com/useful-english-expressions/example/apologising-2 www.usingenglish.com www.talkenglish.com www.rong-chang.com www.eslspeaking.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.
7,8,9	S.1.1.6 Ask and answer questions about what a speaker says in order to seek help, gather additional information or clarify something that is not understood.	Students will be able to ask simple questions, to ask for help, or clarification (ex: Could you repeat that?) Students will be able to properly use question words.	In the following websites you will find a variety of practice for students to watch and listen newspaper articles about current events. Students can practice asking and answering who ,what, when, where, how, and why questions. https://www.newsinlevels.com www.usingenglish.com www.talkenglish.com www.rong-chang.com www.eslspeaking.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.

Standard: S2 Presentation of Knowledge and Ideas: The student will develop and apply skills to demonstrate presentation of knowledge and ideas of oral and aural information.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
10,11,12,13	S.2.1.1 Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly	Students will be able to describe an assigned person, place, and event including relevant details.	Students could describe their family, best friend, their home town, a trip or any other relevant topic to them, let them do a presentation for the class describing their experiences. Students can also bring something special to them from home to the classroom(object,souvenir,picture etc.) and do an oral "show and tell " activity.These are some very helpful websites to enhance your activities: https://youtu.be/LE5x3njXOns www.usingenglish.com www.talkenglish.com www.rong-chang.com www.eslspeaking.org	T.6.1.1 Identify and discuss the internet as a source of information at school and home.

14,15,16	S2.1.3 Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences appropriate to task and situation.	Students will be able to speak audibly and in complete sentences expressing thoughts, feelings, and ideas clearly.	<p>Students could describe their family, best friend, their hometown, a trip or any other relevant topic for them, doing a presentation for the class, describing their experiences. Students can also bring something special to them from home to the classroom and do a "Show and Tell" activity. These are some very helpful websites to enhance your activities:</p> <p>www.eslactivity.com www.usingenglish.com www.talkenglish.com www.rong-chang.com www.eslspeaking.org</p>	T.6.1.1 Identify and discuss the internet as a source of information at school and home.
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ELA Standards for Technology Level 1 & 2

Standard:T.1 Technology and Society: The student will demonstrate knowledge of important issues of a technology-based society and exhibit ethical behaviors related to the use of computers, digital resources, and other technologies

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1, 2	T.1.1.1 Identify the computer as a machine that helps people communicate, work, and play.	Students will be able to describe an assigned person, place, and event including relevant details; to identify 3 ways that computers are used to communicate from 1 person to another or 1 group of people to another; 3 ways a person might use a computer to perform a job, and 3 ways computers are used for personal enrichment.	<p>Display pictures (from magazines or newspapers) to get students to think about how computers are used in everyday life.</p> <p>https://en.islcollective.com/english-esl-worksheets/grammar/passive-voice-or-active-voice/i-cant-imagine-my-life-without-computer/70989 https://www.youtube.com/watch?v=mVCWn5HnKdc</p>	
3,4,5	T.1.1.2 Recognize, discuss, and model current use of common computer terms.	The student should be able to point out and briefly explain the function of these terms: CPU, monitor, keyboard, mouse, disk drive, hardware, software, CD, DVD, hard drive, flash drive, printer.	<p>Have students make a glossary of computer terms; this can be done using a database such as Microsoft Works (each student can 1 or more records) or with a word processor (each student can contribute to a common document). Print the final product for each student to have as a reference of computer terms.</p> <p>https://www.tutorialspoint.com/computer_glossary.htm https://www.computerhope.com/jargon.htm https://www.esolcourses.com/content/ict/vocab/computerwords/vocab1.html https://www.esolcourses.com/content/ict/vocab/computer-vocabulary.html https://www.youtube.com/watch?v=P3SeSTKBigo https://www.youtube.com/watch?v=i1vkpfsU9ok https://www.youtube.com/watch?v=HaPCvDgaVg0 https://www.youtube.com/watch?v=Ud7tUHRnOSg https://www.esolcourses.com/content/ict/vocab/computerwords/computerwordsquiz1.html https://www.esolcourses.com/content/ict/vocab/computerwords/computer-picture-quiz.html https://www.esolcourses.com/content/ict/vocab/computerwords/computer-picture-quiz.html https://www.esolcourses.com/content/ict/vocab/computerwords/computer-picture-quiz.html</p>	

<p>6,7,8</p>	<p>T.1.1.3 Identify and discuss common features and functions of computer software and devices</p>	<p>The student should be able to perform the following tasks: open an existing file, create a new document, save, print, and explain the difference between input and output.</p>	<p>Have students add these terms to the glossary mentioned in T.1.1.2. Have students word process a paragraph about themselves. Have them give their file a name, save, print, close the file, rename it, make a backup copy, open the file again. After performing these tasks, have students identify which processes involved input and which involved output. Note: This paragraph can be a good beginning of the year activity for students to get to know each other and the instructor if students share their paragraphs. The paragraphs can be displayed on a bulletin board; later when digital camera skills are covered, students can add a photo of themselves to their paragraphs. https://edu.gcfglobal.org/en/word2016/creating-and-opening-documents/1/ https://edu.gcfglobal.org/en/word/saving-and-sharing-documents/1/ https://support.microsoft.com/en-us/office/create-a-document-28508ada-9a3c-4333-a17b-cb29723eb64c https://support.microsoft.com/en-us/office/create-a-document-in-word-aafc163a-3a06-45a9-b451-cb7250dcbaa1</p>	
<p>9, 10</p>	<p>T.1.1.4 Identify and discuss correct and responsible use and care of technology resources</p>	<p>Students should be able to explain and model how to care for flash drives, including how to safely eject them from the computer; clean a monitor screen; turn a computer off correctly; and model keeping food and drinks away from computer work areas.</p>	<p>Make a list of actions a person can take to care for technology resources. Beside each action, list consequences that might occur if the resource is mistreated. https://www.wikihow.com/Take-Good-Care-of-Your-Laptop-Computer http://people.bu.edu/baws/computer%20care.html https://www.amrita.edu/amritapuri/icts/get-service-personal-mobile-laptop%E2%80%8B/how-do-i-take-care-pc https://store.hp.com/us/en/tech-takes/how-to-clean-laptop-screen https://recruitingblogs.com/profiles/blogs/4-tips-for-students-how-to-care-for-your-usb-flash-drive https://www.completeconnection.ca/9-simple-ways-to-take-care-of-your-usb-flash-drive/ https://etc.usf.edu/techease/win/hardware/how-do-i-safely-remove-a-usb-device-from-my-computer/ https://www.youtube.com/watch?v=iZbvKhEhmkq https://www.youtube.com/watch?v=IX7DLzFMLpk https://www.cnet.com/how-to/how-to-clean-your-monitor-or-tv-screen/</p>	

11,12,13	T.1.1.7 Identify and discuss technology skills needed for the workplace now and in the future and how they impact the student as an adult learner today.	The teacher can choose a career common to the local community and have students list either on a chart, the board, or paper technology skills needed for that job.	<p>Have each student identify a career he/she would like to have and investigate (either through the internet or personal interview) what technology skills are needed for that career. Allow students to work with a partner if there are common career goals in the class. Healthcare:</p> <p>https://www.scott-clark.com/blog/6-common-uses-for-computers-in-healthcare/</p> <p>https://teguar.com/5-uses-for-healthcare-computers/</p> <p>Manufacturing: https://www.pearsonschoolsandfecolleges.co.uk/Secondary/DesignAndTechnology/LearningSupport/CreateProductDesign/Samples/SampleMaterial/CreateProdDesD.pdf https://courses.lumenlearning.com/introbusinesswopen/chapter/reading-the-technology-of-goods-production/ https://www.techwalla.com/articles/how-are-computers-used-in-industry</p> <p>Hospitality: https://www.bartleby.com/essay/The-Role-Of-Computers-in-Hospitality-Management-PK7GHJ4K6YZS</p> <p>https://careertrend.com/list-6309731-hostess-side-duties.html https://www.bngkolkata.com/hotel-computer/#:~:text=1%20Computers%20are%20used%20extensively,owners%20and%20top%20Level%20managers. Restaurants:</p>	
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Standard: T.2 Databases: The student will demonstrate an understanding of databases and ability to create databases.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
14, 15	T.2.1.2 Identify and discuss how and why databases are used in an information-intensive society (e.g., in education, government, business, community (grocery, pharmacy, and home)).	Contrast the advantages/disadvantages of both print and non-print databases.	<p>As a whole class activity, have students list places in the community they commonly go to then tell how databases are used or might be used at that place. Give examples to begin with. https://www.reference.com/world-view/computers-used-banking-bbc951bd35118522#:~:text=Modern%20banks%20use%20computers%20for,use%20computers%20for%20online%20banking.&text=Banking%20tellers%20also%20use%20computers%20to%20access%20customer%20data%20quickly</p> <p>https://www.online-sciences.com/technology/the-importance-and-uses-of-computer-technology-in-pharmacy/ https://www.techwalla.com/articles/computer-uses-in-government-offices https://revisionworld.com/gcse-revision/ict/applications-ict/ict-supermarkets</p>	

Standard: T.6 Internet & Telecommunications: The student will demonstrate an ability to utilize Internet and other telecommunications resources.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
16	T.6.1.1 Identify and discuss the internet as a source of information at school and home.		Have students list ways to get information other than the internet. Next, have them list everyday uses of the internet (e.g., libraries, email, , etc.)	

the result of a collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.

ELA Standards for Reading Level 3-4 Weeks 1-8				
R.1 Print Concepts/Phonemic Awareness/Word Analysis: The student will develop and demonstrate knowledge of print concepts and phonemic awareness, word analysis, and decoding strategies to pronounce and derive meaning of words.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	R 1.2.4 Identify words with inflectional endings (e.g. s, es, ed, ing, er, est)	Identify the inflectional endings (e.g., s, es, ed, ing, er, est) from a list of twenty words.	https://www.elcivics.com/worksheets/reading.html This is an ESL website. Use these short readings to underline the inflectional endings.	
2	R 1.2.8 Use decoding strategies (letter-sound correspondences, syllabication patterns, and morphology) to read accurately unfamiliar multisyllabic words in context and out of context.	Use decoding strategies to identify syllables and decode at least ten two or three syllable words.	Engvid.com is a website that teaches students English through video. Teachers search the site for syllabication to watch video with the class. http://workshop.readinghorizons.com/assets/Syllabi/Elevate_Syllabus.pdf Students are taught strategies in context of multiple senses, including visual, auditory, and kinesthetic-tactile modalities, to enhance memory and learning.	
R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning and relationships among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational text.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
3	R 2.2.3 Use structural analysis (familiar word parts: base words, prefixes, and suffixes) and/or context clues to determine the meaning of an unknown word.	Identify at least ten commonly used prefixes and suffixes in words and describe how they affect the meaning of the root word. Use context clues to determine the meaning of ten or more unknown words.	https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml Use the website learnhip.com. This website allows you to make grammar games. https://www.k12reader.com/subject/vocabulary/ Root word, Prefix and Suffix worksheets https://www.englishforeveryone.org/	
R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional and informational text.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
4	R 3.2.1. Locate explicitly stated information in functional reading. Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key ideas in a text.	Look at one functional reading sample (Invitations, bulletins, signs) and answer at least five questions from information explicitly stated in the reading.	Use college catalogs, traffic signs, safety signs and the like to answer the questions who, what, where, when, why, how. Use Readworks.com to find non-fiction readings at beginning levels.	
5	R 3.2.3 Evaluate information from simple charts, graphs, labels and payroll stubs to answer questions.	Evaluate information from one simple chart, graph, label, and payroll stub by answering fifteen questions.	Use Google search to find a sample payroll stub ar charts about any topic in discussion.	T 6.2.4 Use Internet resources to locate information then discuss and compare findings.
6	R 3.2.6 Use graphic organizers to determine meaning in texts written for this instructional level.	Use a graphic organizer such as story maps or Venn diagrams to determine meaning in at least one text written for this instructional level.	Find an organizer and use it digitally or print it from this website - https://ditchthattextbook.com/infographic/25-graphic-organizer-templates/	
R.4 Fluency: The student will develop and demonstrate knowledge of different reading strategies to read a variety of literary, functional, and informational text with accuracy and speed.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
7	R 4.2.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.	Read orally, with accuracy and comprehension, a text designed for this instructional level.	www.listenaminute.com This website offers 479 listening activities on any topic from A to Z. Students listen then take 2 quizzes to practice fluency.	
R.5 Literature/Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational texts.				

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
7	R 5.2.3 Describe the relationship between a series of historical	Given a series of historical events or steps in a process, a student is able	TeacherTube.com Search this website with the	
8	R 5.2.8 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a a series) or compare and contrast the most important points and key details presented in two texts on the same topic.	After reading two books by the same author about the same character (such as Green Gables or Laura Ingalls Wilder) a student will complete a blank compare/contrast graphic organizer.	NEWSELA offers a plethora of fiction to draw upon.	
9	R 5.2.9 Read and comprehend informational texts (historical,	After reading an information or literary text, a student is able to answer	Readworks.org offers a variety of informational texts.	

ELA Standards for Reading Level 3-4 Weeks 9-16

R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from content, sorting words into groups by meaning and relationships among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational text.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	R 2.3.1 Use prefixes , suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.	Use prefixes to determine the meaning of ten unfamiliar words; use suffixes to determine the meaning of ten unfamiliar words; use prefixes, suffixes, and root words to determine the antonyms of five unfamiliar words.	Engvid.com is a website of all things English language. Search this site for prefixes, suffixes to teach with videos and quizzes to accompany each videos. www.k12reader.com/subject/vocabulary/ Root word, prefix and suffix worksheets. https://www.englishforeveryone.org/	
10	R 2.3.2 Identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.	Identify 20 pairs of synonyms and distinguish meaning in 20 pairs of antonyms and 20 pairs of homonyms and/or homophones appropriate to this instructional level.	Use Quizlet.com or Quizizz.com to create lists of synonyms, antonyms, homographs, and homonyms to teach or search pre-made quizzes.	
11	R 2.3.4 Build vocabulary of tier 2 words including general academic words and phrases.	Correctly use tier 2 academic vocabulary when reading aloud or speaking in the classroom.	Use Quizlet.com or Quizizz.com to create lists of relevant vocabulary. With Quizlet, teachers create a class. Students join the class to study remotely. Teachers can search Quizizz for a pre-made quiz or make one, then assign it as homework. In class, students play live games and compete with each other to be the fastest and most accurate.	

R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
12	R 3.3.1 Identify the main idea of a text and explain how it is	Identify the main idea and two relevant supporting details of one	Readworks.org is a comprehensive reading website. It	
13	R 3.3.2 Read and interpret diagrams and follow multi-step instructions policies/procedures written at this level.	Follow the simple written multi-step instructions or diagrams for one task. Read and interpret simplified policies/procedures (e. g., simple employee handbooks, payroll stubs, driver’s manual) to answer ten questions.	Use WIKIHOW to find the steps to do anything. Type out the steps and scramble them. Have students reorder steps.	
14	R 3.3.4 Evaluate information from simple graphic materials such as charts, pictures, maps, signs, diagrams, tables or graphs.	Answer at least ten questions from information gathered from one simple graphic material such as a chart, picture, map, sign, diagram, table, or graph.	Use Google to search graphs, maps, etc., relevant to class discussions.	T 6.2.4 Use Internet resources to locate information then discuss and compare findings.
15	R 3.3.5 Draw conclusions and make inferences about short	Draw conclusions and make references to answer five questions on each	www. breakingnewsenglish.com This website has a	
16	R 3.3.6 Retell, summarize or describe sequence of events in previously read text.	Read an article appropriate for instructional level and write a summary.	Readworks.org is a comprehensive reading website. It offers fiction, poetry, science, social studies, physical science, world history and the list goes on. Readings are arranged by Lexile levels, so it is easy to find an article for any level reader. Teachers create a class to assign homework. It is compatible with Google Classroom. Sign up is free.	

R.4 Fluency: The student will develop and demonstrate knowledge of different strategies to read a variety of literary, functional, and informational text with accuracy and speed.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	R 4.3.1 Read instructional level text, prose, and poetry orally, with	Read aloud one passage from an instructional level narrative and/or	www. breakingnewsenglish.com This website has a	

R.5 Literature/Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational texts.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
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	R 5.3.1 Quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.	Given statements about a text, a student can provide at least one quote or paraphrase that supports the statement.	Use the texts in these websites to draw inferences - a. breakingnewsenglish.com b. listenaminute.com	
	R 5.3.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Identify 5 examples of metaphors and similes. Given a phrase in figurative language student will explain the meaning.	NEWSELA.com is a website that offers articles on current events, science, social studies, literature. Teachers can create a class and assign readings by sharing the class link. Readings can be tailored to 5/6 levels.	
	R 5.3.6 Understand and analyze different points of view.	Given two different points of view from a text, correctly describe at least	NEWSELA.com has many articles on current events that	

ELA Standards for Writing Level 3-4 Weeks 1-8

W.1 Readability/Accuracy: The student will develop and apply knowledge of the basic written English language.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	W 1.2.5 Write short sentences for memory and dictation.	Correctly write from dictation at least five simple sentences which use phonetically words or words from high frequency word lists for levels 1 and 2.	Create 10 sentences relevant to the class/topic under discussion. Dictate them. Correct them.	
2	W 2.2.2 Capitalize proper nouns including days of the week, months of the year, holidays, continents, countries, states and cities.	Use capitalization correctly for proper nouns to write a party invitation that includes the title of the event, date of the event (month, day, Year), and location.	Use the website - EnglishClub.com and select the writing section. Students are led through the writing process from beginning to end.	
3	W 3.2.1 Correctly indent paragraphs.	Write three short paragraphs using proper indentation.	NEWSELA.com gives teachers a variety of reading, fiction and nonfiction.	T 4.2.2 Identify, discuss, and use word processing as a tool to open, edit, print and save.
W.2 Capitalization, Punctuation, and Spelling: The student will develop and apply knowledge of the rules for capitalization, punctuation, and spelling to complete a variety of writing tasks.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
4	W 3.2.6 Combine simple sentences to form compound sentences using commas and conjunctions.	Combine a minimum of ten simple sentences to form five compound sentences using commas and conjunctions as needed.	https://slidesmania.com/by-educators-for-educators/ Use either a powerpoint or Google slides to present examples of simple sentences and compound sentences. Create practice slides for students to collaborate with other students by sharing the slides.	T 4.1.3 Identify, discuss, and use word processing as a tool to enter letter, numbers, words, phrases.
5	W 4.2.2 Distinguish between correct use of verbs in affirmative and negative forms in simple sentences.	Compose at least three simple, original sentences using verbs in the affirmative and at least three using verbs in the negative.	www.allthingsgrammar.com This website has worksheets, videos, games, conversations to practice the affirmative and negative of all verb tenses.	
6	W 4.2.3 Identify the appropriate forms of common regular and	Identify the correct form of regular verbs (walk, want, etc.) and irregular	www.allthingsgrammar.com This website has	
W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
7	W 4.2.4 Make pronouns and antecedents agree in number and gender.	Make pronouns and their antecedents agree in number and gender when used in at least ten sentences.	Use the texts in these websites to identify pronouns and antecedents - a. breakingnewsenglish.com b. listenaminute.com	
8	W 5.2.4 Gather information from print and digital resources; take	Given digital resources, make notes on sources and sort evidence into	Readworks.org is a comprehensive reading website. It	T 6.4.3 Plan, select, evaluate, interpret and use
W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks.				
Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	W 5.2.5 Use technology to produce and publish writing as well as interact and collaborate with others.	Use a computer to type a business or personal letter with proper format, capitalization and punctuation.	applieddigitalskills.withgoogle.com This Google-based website trains anyone who wants to learn how to use Google slides, documents, drawings, spreadsheets, forms through videos.	T 6.3.2 Identify, discuss and use online collaborative tools (e.g., email, surveys, videoconferencing, Wiki's, documents) to collect and present data.

	<p>W.5.2.6 Conduct short research projects that build knowledge about a topic.</p>	<p>Research a given topic and communicate at least four facts from that research.</p>	<p>applieddigitalskills.withgoogle.com This Google-based website trains anyone who wants to learn how to use Google slides, documents, drawings, spreadsheets, forms through videos. Students create projects following these easy instructions.</p>	<p>T.6.4.3 Plan, select, evaluate, interpret and use information from a variety of digital resources to develop assignment, project or presentation.</p>
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ELA Standards for Writing Level 3-4 Weeks 9-16

W.2: Capitalization, Punctuation, & Spelling: The student will develop and apply knowledge of the rules for capitalization, punctuation, and spelling to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	W.2.3.1 Capitalize titles of books, magazines, poems, songs,	Write a review of a book, movie, or television show using correct	Create a list of popular books, songs, movies, television	
10	W.2.3.2 Correctly use commas in writing, e.g. conjunction in	Correctly use commas to punctuate at least five complex sentences that	Have students write a dialogue based on a	
11	W.3.3.1 Identify complete subjects and complete predicates in	Identify the complete subject and complete predicate in at least ten	Have students identify complete subjects and complete	

W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
12	W.3.3.3 Identify the understood subject of a command.	Write ten sentences in command form and identify the understood	Using sentences with nouns of direct address and	
13	W.3.3.4 Identify phrases and independent clauses.	Identify at least five phrases or clauses in a paragraph provided by the instructor.	Cut up sentences that contain various phrases, clauses, and conjunctions. Have students construct sentences in a variety of ways while maintaining the meaning using correct punctuation and conjunctions.	

W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
14	W.4.3.1 Identify nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections.	Identify the parts of speech in a paragraph with 4-5 sentences.	On different days have students highlight a different part of speech in short newspaper or magazine articles.	
15	W.4.3.2 Write the appropriate forms of common regular and	Write a short essay that contains examples of appropriate forms of	Make a concentration game with a pre-selected list of	
16	W.4.3.3 Distinguish present tense, past tense, and future tense of common verbs	Write proper tense of verbs in at least two paragraphs.	Students proofread and edit essays using Google documents for the correct verb tense. If comfortable, they can exchange papers and proofread and edit each other's essays by sharing their Google document.	
Supplemental	W.4.3.4 Correctly use the nominative and objective cases of	Compose at least ten sentences correctly using the nominative and	Have students identify the nominative and objective	

W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
Supplemental	W.5.3.1 Write informative and explanatory texts to examine a topic and convey ideas and information clearly. The text should: a) Introduce the topic clearly, group related information in paragraphs and sections, and include formatting, illustrations and multimedia when useful to aid comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples; c. Link ideas within categories of information, using words and phrases, e.g., another, for example, also, because) and use precise language and domain specific vocabulary to inform about or explain the topic; and d) Provide a concluding statement or section related to the information/explanation presented.	Write an informative or explanatory text that examines a topic and conveys ideas and information clearly as outlined in benchmarks W.5.3.1 a-e.	Examine real world text to identify if it is an informative text and how well it meets the guidelines of benchmarks W.5.3.1 a-e. Explain how well it meets or does not meet the guidelines. If it does not meet the guidelines, what would you do to improve it? Use a graphic organizer to conduct a character study from a real world text. Write a newspaper article for a given topic by gathering facts and citing sources. Have students view news video and read news story on same topic. Discuss main idea of story and differences in the two ways the story is presented.	
Supplemental	W.5.3.6 Conduct short research projects that use several sources to build knowledge through investigation or different aspects of the topic.	Create a timed typed document with several documented resources.	Research a historical issue, event, or person. Readworks.org offers a variety of informational texts on historical issues, events, and people. This site caters to ELL's as well as native English speakers.	(Technology/Computer Literacy Standard 4) T.4.2.5 Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories.

ELA Standards for Listening and Speaking Level 3-4 Weeks 1-8

S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	S.1.2.1 Engage effectively in a range of collaborative discussions	Students will be able to participate in class discussions effectively by using	http://bit.ly/SentenceFRAMES Frames to help students	(Reading Standard 3) R 3.3.1 Identify the main
2	S.1.2.2 Follow agreed-upon rules for discussions (e.g., gaining the	Students will be able to discuss, generate and adhere to classroom	https://sites.lsa.umich.edu/inclusive-	(Technology/Computer Literacy Standard 4) T.
3	S.1.2.3 Ask questions to check understanding of information	Students will be able to formulate, pose, and respond to presented	http://bit.ly/TemplateQuestions Templates for	(Technology/Computer Literacy Standard 4) T.
4	S.1.2.4 Explain their own ideas and understanding in light of the discussion.	Students will be able to present and articulate their own interpretation, ideas, and understandings after group discussion.	https://www.teacherspayteachers.com/Product/Graphic-Organizer-Brainstorming-Web-1049328?st=988b6dd22ba8bf226ffde9ed96dadd4 Free Brainstorming Graphic Organizer.	(Technology/Computer Literacy Standard 5) T. 5.1.2 Use multimedia software to illustrate words, phrases, concepts, numbers, and symbols. (Ex. Word Cloud Generator: https://wordart.com)
5	S.1.2.5 Identify the main ideas and supporting details of written	Students will be able to identify at least one main idea and supporting	http://bit.ly/SentenceFRAMES Sentence frames to	(Reading Standard 3) R 3.3.4 Evaluate information
6	S.1.2.6 Ask and answer questions about what a speaker says to	Students will be able to ask/answer questions and elaborate upon what a	https://www.teacherspayteachers .	(Technology/Computer Literacy Standard 3) T.
7	S.1.3.1 Engage effectively in a range of collaborative discussion	Students will effectively engage in one-on-one or group discussion	https://www.wearteachers.com/padlet-for-teachers	(Technology/Computer Literacy Standard 6) T.
8	S.1.3.2 Come to discussions prepared, having read or studied	Students will come to class prepared by reading and studying required	https://www.middleweb.com/24789/nonfiction-	(Technology/Computer Literacy Standard 4) T.

ELA Standards for Listening and Speaking Level 3-4 Weeks 9-16

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	S.1.3.4 Pose and respond to specific questions by making	Students will be able to pose and respond to specific questions in order to	https://info.flipgrid.com/ Contribute to discussion and	(Technology/Computer Literacy Standard 5) T.
10	S.1.3.6 Summarize written texts read aloud or information	Students will be able to summarize presented texts and information.	https://www.teachertube.com Content instructional	(Technology/Computer Literacy Standard 4) T.

S.2 Presentation of Knowledge and Ideas: The student will develop and apply skills to demonstrate presentation of knowledge and ideas of oral and aural information.

11	S.2.2.1 Report on a topic or text, tell a story, or recount an	Students will be able to present information in a clear, organized, and	https://www.youtube.com/watch?v=Eer0_GHEumM	(Technology/Computer Literacy Standards 1 and
12	S.2.2.2 Create engaging audio recordings of stories or poems that	Students will be able to create audio-visual recordings of stories or	www.animoto.com .	(Technology/Computer Literacy Standard 5) T5.
13	S.2.2.3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students will be able to speak in complete sentences to provide or ask for details or clarification about a topic being discussed.	https://www.youtube.com/watch?v=Eer0_GHEumM PowerPoint Instructional Video https://www.youtube.com/watch?v=vYpGoN6PJ5c Google Slides Instructional Video https://www.searchenginewatch.com/2016/08/08/what-are-the-top-10-most-popular-search-engines List of Top 10 Search Engines	(Technology/Computer Literacy Standards 5 and 6) T.5.1.3 Recognize and explain the advantages and disadvantages of using multimedia to develop products. T.6.2.2. Identify online resources as the work of individuals/groups/companies and discuss why citing sources is necessary. T.6.2.2.5 Cite sources of information (print and non-print) for a project.
14	S.2.3.1 Report on a topic or text or present an opinion, sequencing	Students will logically, accurately, and clearly report or present an	https://courses.lumenlearning.com/wm-	(Technology/Computer Literacy Standard 2) T.
15	S.2.3.2 Use multimedia components (e.g., graphics, sound) and	Students will be able to create multimedia and visual displays to enhance	https://www.eschoolnews.com/2020/01/15/16-	(Technology/Computer Literacy Standard 5) T.
16	S.2.3.3 Know contexts that call for formal (e.g., presenting ideas) versus informal (e.g., small-group discussion) English; use formal English when appropriate. (Level 3)	Students will understand and utilize formal and informal English in relation to the subject, context, situation.	https://slidesmania.com/by-educators-for-educators Website of Google Slides/PowerPoint to make a list of formal/informal conversations in English. Students collaborate and add informal/formal English words.	(Technology/Computer Literacy Standard 6) T 6.2.4 Use internet to locate information and then discuss findings.

collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.

ELA Standards for Reading 5-6 / Weeks 1-8				
R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational texts.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	R 2.4.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary using word, sentences, and paragraph clues to determine meaning.	Identify and define ten occupational, technical, and content specific vocabulary words from a reading passage (newspaper, work manual, magazine, driver's manual, etc.).	Use these websites to create vocabulary lists - Quizlet and Quizizz. These sites can also be used to assess students in a fun and engaging manner.	
2	R 2.4.2 Use a dictionary to locate the meaning of words used in a statement and a thesaurus to find words with the same meaning.	Use a dictionary to locate the meaning of ten words used in a statement and then use a thesaurus to find at least one other word for each with the same meaning.	Dictionary.com is an APP that students can use on their cell phones to look up words, etc.	
3	R 2.4.4 Increase vocabulary of tier 2 words including academic terms and phrases.	Correctly use tier 2 words and academic vocabulary when reading aloud or speaking in the classroom.	Use these websites to create vocabulary lists - Quizlet and Quizizz. These sites can also be used to assess students in a fun and engaging manner.	
R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.				
week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
4	R 3.4.1 Read and interpret information in common manuals and other functional reading.	Answer ten comprehension questions taken from information found in a common manual (drivers', workplace, college) and a legal form passport, rental agreement). Five questions should be based on common manual and 5 questions based on a legal form.	Use these websites - ncdot.gov, travel.state.gov - to formulate questions about traveling and driving in North Carolina and the United States.	T 6.2.4 Use Internet resources to locate information, then discuss and compare findings for usefulness.
5	R 3.4.2 Identify the implied main idea and at least two supporting details from instructional-level passage (work manuals, warranties, credit offers).	Read, interpret, and write a summary of one expository passage on a common topic in a newspaper, periodical, or non-technical journal.	This website - www.breakingnewsenglish.com has a plethora of news articles in 7 levels. It includes a variety of activities such as listening, reading, gap-fill, etc.	T 6.2.4 Use Internet resources to locate information, then discuss and compare findings for usefulness.
6	R 3.4.3 Gather information from at least three reference materials and evaluate which information best served the student's purpose.	Collect information from three reference materials (table of contents, magazines, Internet, consumer related information, equipment catalogs, etc.) for one assignment and use a graphic organizer (Venn diagram, t-chart, etc.) to compare the information and tell which information best serves the purpose of the assignment.	This website offers many printable/digital graphic organizers - https://ditchthattextbook.com/infographic/25-graphic-organizer-templates/	T 6.3.3 Locate, select, organize, and present information from the Internet for a specific purpose and audience, citing sources.
	R 3.4.4 Identify the implied main idea and supporting details from an instructional-level passage.	Identify the implied main idea and at least two supporting details from an instructional-level passage (work manuals, warranties, credit offers, safety procedures, etc.).	This website offers many printable or digital graphic organizers - https://ditchthattextbook.com/infographic/25-graphic-organizer-templates/	
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	R 4.4.1 Read instructional text orally, with fluency and accuracy and	Read aloud one passage from an instructional level narrative and /or	This website is a plethora of new articles that are	
R.5 Literature and Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational texts.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	R 5.4.3 Compare and contrast the experience of reading a text to experiencing an audio, video or multimedia version of it, analyzing the text's portrayal in each medium (e.g. How the delivery of a speech affects the impact of words).	Read and watch a video of a speech. Write a paragraph comparing and contrasting the two presentations.	Use ReadWorks.org and TeacherTube to find readings and videos about history.	T 6.3.1 Plan, discuss, and use search strategies with two or more criteria to find information online.

	R.5.4.4 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Read two opposing editorial points of view and, choose one perspective. Write an extended response.	ActivelyLearn.com is a comprehensive reading website. Teachers set up a class and assign students articles to read. Choose from a variety of reading levels and topics. Articles are customizable to cater to a specific level. For example, a teacher can add video or audio to the article. A teacher can add her own comments and ask students to respond to those comments.	
	R.5.4.6 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct	Read a text and write a summary of its theme, with and without a graphic organizer that answers the questions who, what, where, when, why, how.	This website offers many printable/digital graphic organizers - https://ditchthattextbook.com/infographic/25-graphic-organizer-templates/	
	R.5.4.8 Read and comprehend literature, including stories, dramas, and poetry, as well as non-fiction, for the current level, independently and proficiently.	Create an outline, graphic organizer, synopsis, summary, or notes that show meaning. Read aloud a passage from fictional or non-fictional text with fluency and appropriate phrasing and expression.	This website offers many printable/digital graphic organizers - https://ditchthattextbook.com/infographic/25-graphic-organizer-templates/	

ELA Standards for Reading 5-6 / Weeks 9-16

R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	R.3.4.7 Distinguish factual information from opinion or fiction. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Distinguish fact from opinion in ten or more sentences. Brainstorm words that signal the material may be opinion rather than fact. Locate these words in a local news report.	This website is a plethora of new articles that are available in seven different levels - breakingnewsenglish.com. There is an activity that allows students to read _____ words a minute.	
10	R.3.4.12 Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports	Locate topical news articles online. Create a graphic organizer, logical notes, summary, or report to show the meaning of a non-fictional passage.	These respected news sources offer a variety of articles - <i>CNN, The New York Times, The Huffington Post, Fox News, USA Today, Reuters, Politico.</i>	

R.4 Fluency: The student will demonstrate knowledge of different reading strategies to read a variety of literary, functional and informational text with accuracy and speed.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	R.4.4.1 Read instructional level text orally, with fluency and	Read aloud one passage from an instructional level narrative and/or	Flipgrid.com is a website/APP for video/audio.	

R.5 Literature and Informational Text: The student will develop and demonstrate knowledge of a range of increasingly complex literature and informational texts.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	R.5.4.1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plots).	Given two elements from a story (setting, characters, etc.) explain how they influence the story.	A teacher can sign-up to this website to gather templates and lesson plans about story elements - https://www.education.com/lesson-plan/elements-of-a-story/ https://www.k12reader.com/subject/reading-skills/ Reading worksheets that reinforce comprehension skills.	
	R.5.4.3 Compare and Contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the test's portrayal in each medium (e.g, how the delivery of speech affects the impact of the words).	After reading and watching a video of a speech, write a paragraph comparing and contrasting the two presentations.	TeacherTube has an abundance of video/audio speeches. Search the site for JFK, MLK, FDR speeches.	T 6.2.4 Use Internet resources to locate information, then discuss and compare findings for usefulness.
	R.5.4.4 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Read two opposing editorial points of view and, choosing one perspective, write an extended response.	This website gives current and past editorials - https://www.nytimes.com/section/opinion/editorials . Search issues of interest.	
	R.5.4.5 Integrate information from several texts on the same topic	Read three short texts on the same topic and write a response that	Choose an issue and pull excerpts from articles at these	T 6.3.1 Plan, discuss, and use search strategies

	R 5.4.8 Read and comprehend literature, including stories, dramas, and poetry, as well as non-fiction, for the current level, independently and proficiently.	Create an outline, graphic organizer, synopsis, summary, or notes to show meaning. Read aloud a passage from fictional or non-fictional text with fluency and appropriate phrasing and expression.	The Teaching Channel offers a variety of methods to teach literature, poetry, and non-fiction. Their videos give teachers a glimpse of what that looks like in a real classroom. https://learn.teachingchannel.com/videos	
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ELA Standards for Writing 5-6 / Weeks 1-8

W.2 Capitalization, Punctuation, & Spelling: The student will develop and apply knowledge of the rules of capitalization, punctuation, and spelling to complete a variety of writing tasks.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	W 2.4.1 Appropriately use all forms of capitalization and punctuation including colons, semicolons, commas, dashes, and end punctuation.	Proofread and rewrite a business letter correctly using all forms of capitalization and punctuation.	https://www.educationworld.com/a_lesson/archives/edit.shtml This website give a paragraph to edit every day of the year. The paragraphs are short and topical.	

W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
2	W 3.4.3 Write paragraphs with clear connections and transitions	Write an essay or report with clear connections and transitions between	www.allthingsgrammar.com will give you a list of	T 4.2.5 Use word processing as a tool to write,

W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
3	W 4.4.3 Identify passive voice.	Use instructor provided text to identify tense and then rewrite using a different tense.	https://busyteacher.org/19104-how-to-teach-passive-voice-5-simple-steps.html This website offers some ideas on how to teach the passive voice. https://www.englishforeveryone.org/Topics/Reading-Comprehension.html	T 4.1.4 With a simple document, identify, discuss, and use menu and toolbar functions in word processing applications.
4	W 4.4.4 Demonstrate mastery of past and present tense.	Correctly apply past and present tenses for regular and irregular verbs in	www.allthingsgrammar.com gives practice with all verb	
5	W 4.4.5 Establish and maintain tense in a writing piece.	Write an essay where the proper tense is established and maintained throughout the essay.	www.allthingsgrammar.com gives practice with all verb tenses. They have worksheets to practice and videos too. They also have games for each tense and conversations to use the tenses in real situations.	T 4.2.3 Identify and use basic word processing terms and concepts (e.g. desktop, menu, toolbar, document, text, line spacing, margins, and spell check)

W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
6	W 5.4.2 Write arguments to support claims with clear reasons and	Create a persuasive essay with response from secondary person that	https://learn.teachingchannel.com/videos Search the	T 4.2.5 Use word processing as a tool to write,
7	W 5.4.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Given a particular subject to address, create and publish a short essay on the subject and debate the information in the essay with peers.	This website is Google based and trains anyone who wants to learn how to use Google's G-Suite - applied digital skills.withgoogle.com. Lessons are available for teachers. Teachers can create classes where students join to watch the videos as homework.	T 4.2.5 Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories.

ELA Standards for Writing 5-6 / Weeks 9-16

W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	W 3.4.2 Write paragraphs with stated or implied topic sentences.	Write one paragraph with a stated topic sentence and one paragraph	Take any issue from current events. Create a paragraph	T 4.1.3 Identify, discuss, and use word processing
10	W 3.4.4 Develop appropriate tense use throughout a multiple	Use the appropriate tense throughout a multiple paragraph text.	Find a short article or create three simple paragraphs.	T 6.2.4 Use Internet resources to locate

W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
11	W 4.4.1 Identify all parts of speech, including nouns, verbs,	Identify all parts of speech in at least one writing sample.	Use www.educationworld.com .	Use www.eslgams.com to practice parts of speech.
12	W 4.4.4 Demonstrate mastery of present and past tense.	Correctly apply past and present tenses for regular and irregular verbs in a minimum of twenty sentences.	www.allthingsgrammar.com is a website full of videos and worksheets that include the rules of grammar, grammar practice, listening to audio, watching videos, stories and more.	

W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
13	W 5.4.1 Write informative and explanatory texts to examine a topic	Write informative and explanatory texts that meet the benchmark	Noredink.com is an online, web-based, language-	T 6.4.3 Plan, select, evaluate, interpret, and use
14	W 5.4.3 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Write, edit, reverse a paragraph, changing approach for audience.	Students use Google documents and share the document to a group of classmates or a partner. Students comment directly on the document - peer-editing. Students rewrite as suggested.	
16	W 5.4.6 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	After being presented a question, conduct online research, from a variety of sources, answers to the question. Generate more related questions and answers.	Applied digital skills.withgoogle.com. This website is Google based and trains anyone who wants to learn how to use Google's G-Suite. Lessons are available for teachers. Teachers can create classes where students join to watch the videos on how to conduct a research project and use Google Slides to present it.	T 6.4.3 Plan, select, evaluate, interpret, and use information from a variety of digital resources to develop assignment, project or presentation.

ELA Standards for Listening and Speaking 5-6 / Weeks 1-8

S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration orf oral and aural information.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
1	S 1.4.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) building on others' ideas and expressing their own clearly.	Join in class discussion effectively. Express ideas by relating understanding of the topic during discussions with the teacher and classmates through scripted conversation, role-playing, or open discussions	Apply the 3Ps (Presentation, Practice, Production) by following the steps from the article: https://achilleaskostoulas.files.wordpress.com/2012/01/ppp.pdf	T.6.2.4 Use Internet resources to locate information then discuss compare findings.
2	S 1.4.3 Work with peers to set rules for discussions.	Join in class discussion effectively. Develop guidelines that encourage respect for others, listening to others, and supporting others during class discussions.	Use a web map to write the classroom expectations and then ask students to write class discussion rules based on these expectations. The link includes an online web map the teacher can use to write the classroom expectations from: https://docs.google.com/drawings/d/1XVHE-8UOT7XMuJp1NBqRt5INBMIFqH1yMexJnaIQcHk/edit	T.6.4.2 Select and justify use of appropriate collaborative tool e.g.,surveys, email, discussion forums, web pages, wikis, online video conferencing, documents,etc to survey, collect, share, present, and communicate information for the intended audience and purpose.
3	S 1.4.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Draw conclusions based on information gained from discussion. Evaluate the evidence from the source and make conclusions based on the information presented.	The teacher will choose an article from the website dreamreader.net OR any informational text to read with the students. The students should identify the main idea from the source and then decide whether they agree or disagree with the author. The students should discuss their findings and identify supporting details from the information in the article.	T.6.2.4 Use Internet resources to locate information then discuss & compare findings.
S.2 Presentation of Knowledge and Ideas: The student will develop and apply skills to demonstrate presentation of knowledge and ideas of oral and aural information.				
4	S 2.4.1 Present claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, sound reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present findings in a coherent manner with sound reasoning and details using appropriate eye contact, adequate volume and clear pronunciation. Select presentation topic and discuss the information they have learned by providing relevant evidence to support their findings when asked questions about the chosen topic.	The teacher will give the students a list of presentation speech topics to choose from using the website: https://virtualseech.com/blog/persuasive-speech-topics-and-ideas OR any other preferred source. The students will select a presentation topic and research the topic using the internet. Students should then write down 3-5 sentence summary to read orally to the class.	T.6.4.3 Plan, select, evaluate, interpret, and use information from a variety of digital resources to develop assignment, project, or presentation.
5	S 2.4.1 Present claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, sound reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	The student will compare and contrast their findings about the presentation topic by using well chosen evidence in the presentation by including a chart to represent the findings.	The students will continue to work on their presentation speech topics by creating a chart from the website https://ditchthattextbook.com/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own/ OR from another preferred source to show the positive and negatives related to their topics.	T.6.4.3 Plan, select, evaluate, interpret, and use information from a variety of digital resources to develop assignment, project, or presentation.

6	S 2.4.2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Use multimedia in a presentation. Integrate a visual display into a presentation to provide support to claims about a given topic.	applied digital skills.withgoogle.com The teacher will give the student a list of presentation topics (example: travel, food, culture) and the student will choose which topic they choose to present. The student will use the internet to locate and save at least 3 pictures into a word document related to the topic to present to the class. The student can display these pictures from the computer and explain what each picture is about and how it relates to the presentation topic they chose.	T.6.4.2 Select and justify use of appropriate collaborative tool e.g.,surveys, email, discussion forums, web pages, wikis, online video conferencing, documents,etc to survey, collect, share, present, and communicate information for the intended audience and purpose.
7	S 2.4.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech for assigned context, i.e., telling a friend about their work day versus telling their supervisor how work went yesterday. Recognize when to adapt speech when conversing with classmates and other peers using correct pronunciation.	The teacher will post a guiding question on the board from the website https://allesl.com/esl-conversation-topics/ OR from another preferred source and the students will participate in open conversation with classmates using correct pronunciation when speaking. The teacher should monitor these conversations to assist students when needed.	T.6.2.5 Cite sources of information (print and non-print) for a project.
8	S 2.4.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Express and convey meaning in formal English when conversing with the teacher and classmates using correct pronunciation and grammar.	The teacher will post guiding conversation questions the board from the website https://printdiscuss.com/ OR from another preferred source and the students will participate in open conversation with the teacher and with classmates using correct pronunciation and grammar when speaking. The teacher should monitor these conversations to assist students when needed to ensure students are able to adapt their speech in variety of contexts.	

ELA Standards for Listening and Speaking 5-6 / Weeks 9-16

S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration orf oral and aural information.

Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
9	S 1.4.2 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence to probe and reflect on ideas under discussion.	Come to class prepared for discussion of assigned topic. The students will locate and read a current event article and share the findings with their classmates. Respond and practice conversation by using what was learned about the given topic to share ideas.	Students will choose a current event article about a topic from their home country to share with the rest of the class. The student will read the article and prepare a short summary to read aloud to their classmates. The classmates should be encouraged to ask questions based on the shared current event article. Provide students with a current event article from the website https://breakingnewsenglish.com/ or another preferred website that has current events listed. Ask students to read the article at home and be prepared to discuss the topic based on what they learned about the topic.	T.6.2.5 Cite sources of information (print and non-print) for a project.
10	S 1.4.2 Come to discussions prepared, having read or researched	Locate and read a current event article and share the findings with	Students will choose a current event article about a	R.5.4.8 Read and comprehend literature, including
11	S 1.4.4 Pose questions that connect the ideas of several speakers	Elaborate on comments and answer questions with relevant evidence,	www.flipgrid.com The teacher will provide students	T.6.4.2 Select and justify use of appropriate
12	S 1.4.6 Analyze the main ideas and supporting details to determine the purpose of information in graphical, oral, visual, or multimodal formats; evaluate the motives (e.g., social, commercial, political) behind its presentation.	Summarize information presented and determine the motive behind the presentation.	www.flipgrid.com The teacher will take a survey given by the teacher about any specific topic using the website surveymonkey.com OR another preferred survey website. The students will analyze the graphic chart and engage in conversation about why they chose a specific answer by supporting their decisions with the information from the graphic organizer.	R.3.4.4 Identify the implied main idea and supporting details from an instructional-level passage. T.6.3.2 Identify, discuss, and use online collaborative tools (e.g., email, surveys, videoconferencing, wikis,documents)to collect and present data.

13	S.1.4.7 Delineate a speaker’s argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.	Interpret arguments and claims made by the speaker during conversation by identifying supporting evidence.	The teacher will provide students with an the opportunity to listen to at least 2 conversations about the same topic from the website: https://www.ello.org/ OR another preferred website that has recorded listening media files. The student should discuss the main idea based on the information from the speaker. The student will then express their opinion about whether they support or do not support the topic based on the given conversation by sharing supporting evidence from the conversation.	R.3.4.7 Distinguish factual information from opinion or fiction. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
S.2 Presentation of Knowledge and Ideas: The student will develop and apply skills to demonstrate presentation of knowledge and ideas of oral and aural information.				
Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
14	S 2.4.1 Present claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, sound reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present findings in a coherent manner with sound reasoning and details using appropriate eye contact, adequate volume and clear pronunciation.	www.flipgrid.com	T 6.3.4 Recognize, discuss, and use email, videoconferencing, and/or web conferencing as a means of interactive communication.
15	S 2.4.2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Use multimedia in a presentation.	applieddigitalskills.withgoogle.com The teacher will guide the students through the process of creating a PowerPoint using the pictures they located the week before to create a PowerPoint presentation about the chosen topic to present to the class. The students should add additional information about their presentation and read the notes they wrote about each picture. The classmates will be encouraged to ask questions about the presentation and the presenter will answer the questions.	T.6.4.3 Plan, select, evaluate, interpret, and use information from a variety of digital resources to develop assignment, project, or presentation.
16	S 2.4.3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech for assigned context, i.e., telling a friend about their work day versus telling their supervisor how work went yesterday. Formulate conversations using formal English when conversing in a variety of contexts or tasks using correct pronunciation, grammar, and sentence structure.	The teacher will choose "60 Second Debate," or "The Debate Game," from the website https://www.coolenglish.net/debates to engage students in conversations about a variety of topics that will allow them to freely speak and engage in the conversation using correct pronunciation, grammar, and sentence structure.	
<i>n between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.</i>				

Companion Map: Computer Integrated Machining and Other Trades

STANDARD:	Week	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	1	Technical Reading (TR) Learning Outcome: Learners will locate, recall and interpret information in written text	TR1 Use terminology of the Trade (CIM) TR 2 Use strategies to improve understanding and recall TR 3 Read to perform job tasks TR 4 Improve Examination performance	Essential Skills Manual--Machinist, pages 122-135; additional resources on these pages	R.2 Vocabulary: The student will develop and demonstrate knowledge of vocabulary skills that include analyzing word structure, determining the meaning of words from context, sorting words into groups by meaning and relationships among words, and applying vocabulary skills in order to understand a wide and varied vocabulary that enhances comprehension of literary, functional, and informational text. R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text. R.4 Fluency: The student will develop and demonstrate knowledge of different reading strategies to read a variety of literary, functional, and informational text with accuracy and speed
	2	Document Use (DU) Learning Outcome: Learners will use strategies for locating, retrieving, interpreting, and entering information in/from documents and will create trade documents Oral Communication (OC) Learning Outcome: Learners will perform tasks which use speech to give and exchange thoughts and information	DU 1 Use Lists DU 2 Use Tables DU 3 Use Forms DU 4 Use Charts DU 5 Use Graphic Documents OC 1 Demonstrate an understanding of oral communication OC 2 Communicate effective messages OC 3 Listen Effectively OC 4 Respond to Oral communication	Essential Skills Manual--Machinist, pages 137-154; and 199-209; additional resources on these pages	W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks. W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes M.4 Data Analysis, Statistics, and Probability: Students will develop and apply concepts of data analysis, statistics, and probability to explore, analyze, and solve mathematical and real-life problems. T.2 Databases: The student will demonstrate an understanding of databases and ability to create databases. T.3 Spreadsheets: The student will demonstrate an understanding of the ability to create, extract information from, and interpret spreadsheets. T.4 Desktop Publishing: The student will demonstrate knowledge and skills in keyboarding, word processing, and desktop publishing. S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information. S.2 Presentation of Knowledge and Ideas: The student will develop and apply skills to demonstrate presentation of knowledge and ideas of oral and aural information.
	3	Principles of Mathematics (PM) Learning Outcome – Learners will understand, interpret, and manipulate mathematical concepts in order to solve problems and complete job tasks.	PM 1 Use Calculators PM 2 Use Positive and Negative numbers PM 3 Use Order of Operations PM 4 Use Fractions PM 5 Use Mixed Numbers PM 6 Use Decimals PM 7 Use Percent PM 8 Use Conversion	Essential Skills Manual--Machinist, pages 155-177; additional resources on these pages	M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems
	4	Principles of Mathematics (PM) Learning Outcome – Learners will understand, interpret, and manipulate mathematical concepts in order to solve problems and complete job tasks.	PM 9 Use Measurement Systems PM 10 Use Rate, Ratio and Proportion PM 11 Use Square Root and Exponents PM 12 Solve equations PM 13 Trade Related Formulae PM 14 Use Estimation	Essential Skills Manual--Machinist, pages 178-188; additional resources on these pages	M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems M.2 Measurement: Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems.
			PM 15 Use Angles		M.3 Geometry: Students will develop and apply concepts of geometric properties, relationships, and methods to explore, analyze, and solve mathematical and real-life problems.

5	Principles of Mathematics (PM) Learning Outcome – Learners will understand, interpret, and manipulate mathematical concepts in order to solve problems and complete job tasks.	PM 16 Use Geometric Shapes PM 17 Use Trigonometry PM 18 Analyze Numerical Data	Essential Skills Manual--Machinist, pages 189-198; additional resources on these pages	M.2 Measurement: Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems. M.1 Number Sense and Operations: Students will develop and apply concepts of number sense and operations to explore, analyze, and solve a variety of mathematical and real-life problems M.4 Data Analysis, Statistics, and Probability: Students will develop and apply concepts of data analysis, statistics, and probability to explore, analyze, and solve mathematical and real-life problems M.5 Algebraic Thinking: Students will develop and apply concepts of basic algebra, patterns, relationships, expressions, equations, and functions to explore, analyze, and solve mathematical and real-life problems.
6	Computer Use (CU) Learning Outcome: Learners will use computer technology to access and interpret information and to communicate, interpret information and to communicate.	CU 1 Use computer operations CU 2 Use word processing skills CU 3 Use file management skills CU 4 Use spreadsheets CU 5 Read and write email messages CU 6 Use Web search skills	Essential Skills Manual--Machinist, pages 210-220; additional resources on these pages	T.1 Technology & Society: The student will demonstrate knowledge of important issues of a technology-based society and exhibit ethical behaviors related to the use of computers, digital resources, and other technologies. T.2 Databases: The student will demonstrate an understanding of databases and ability to create databases. T.3 Spreadsheets: The student will demonstrate an understanding of the ability to create, extract information from, and interpret spreadsheets. T.4 Desktop Publishing: The student will demonstrate knowledge and skills in keyboarding, word processing, and desktop publishing.
7	Writing (W) Learning Outcome – Learners will write to communicate for a variety of purposes.	W 1 Plan the writing process W 2 Write clear words, sentences and paragraphs W 3 Use correct mechanics W 4 Write business communications W 5 Edit Business Communications	Essential Skills Manual--Machinist, pages 221-229; additional resources on these pages	W.1 Readability/Accuracy: The student will develop and apply knowledge of the basic written English language. W.2 Capitalization, Punctuation and Spelling: The student will develop and apply knowledge of the rules for capitalization, punctuation, and spelling to complete a variety of writing tasks. W.3 Grammatical Concepts/Sentence Structure: The student will develop and apply knowledge of grammatical concepts and sentence structure to complete a variety of writing tasks. W.4 Parts of Speech, Verb Tense, and Usage: The student will apply knowledge of parts of speech, verb tense, and usage to complete a variety of writing tasks W.5 Composition: The student will develop and apply the writing process to communicate in writing for a variety of purposes.
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aboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.

CITIZENSHIP CURRICULUM MAP

Content Standard 1: Students know the eligibility requirements for naturalization

Week 1	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>a. The age requirements for naturalization.</p> <p>b. The permanent residency requirements for naturalization.</p> <p>c. The continuous residency requirements for naturalization.</p> <p>d. The physical presence requirements for naturalization.</p> <p>e. The length of time they are required to live in a state or USCIS district for naturalization.</p> <p>f. That good moral character is a requirement for naturalization.</p> <p>g. The attachment to the constitution is a requirement for naturalization.</p> <p>h. That the ability to speak, read, and write the English language is required for naturalization.</p> <p>i. The knowledge of U.S.history and government (civics) is a requirement for naturalization.</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 1 regarding general eligibility requirements.</p>	<p><i>-Students will be able to fill out Part 1 of the N-400 form.</i></p> <p><i>-Students will be able to list the eligibility requirements for naturalization.</i></p> <p><i>-Students will be able to identify legal means of becoming a U.S. citizen</i></p> <p><i>- Students will be able to listen and respond verbally about personal information.</i></p> <p><i>- Students will be able to read sentences and questions about personal information aloud.</i></p>	<p><u>Introduction to the N-400</u> Part 1- Information about your eligibility.</p> <p><u>ELA</u> Sentence Adverbs: first, then Modals: Must/Have to Adverbial Clauses of time: After Singular/plural Subject pronouns Articles- (some/any, much/many) Simple present tense of high frequency verbs.</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>2020 N-400 Vocabulary Definitions https://youtu.be/qVDkionEiKg</p> <p>Pathway to Citizenship Graphic:</p>	<p>-Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p><u>ELA</u> R.2.Vocabulary: R.2.1.1 R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>

CITIZENSHIP CURRICULUM MAP

	<p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 1 regarding general eligibility requirements. [Question wording will vary.]</p>		<p>https://www.uscis.gov/sites/default/files/document/flyers/pathway_to_citizenship.pdf</p> <p>*USCIS video “Becoming a U.S. Citizen”/”A Promise to Freedom” USCIS Toolkit CD-ROM</p> <p>*Naturalization process https://youtu.be/49KMsDVM8jQ</p> <p>Guide to Naturalization: * https://www.uscis.gov/sites/default/files/document/guides/G-1151.pdf</p> <p>*The Citizenship Resource Center has a collection of helpful resources http://www.uscis.gov/portal/site/uscis/citizenship</p> <p>Reading List. https://www.uscis.gov/sites/default/files/document/guides/reading_vocab.pdf</p> <p>Writing List https://www.uscis.gov/sites/default/files/document/guides/writing_vocab.pdf</p> <p>*EL/Civics online.org.(www.elcivicsonline.org)</p> <p>* https://www.usalearns.org/usa-learns-citizenship</p>	
<p>Content Standard 2: Students know how to apply for naturalization</p>				

CITIZENSHIP CURRICULUM MAP

Week 2	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 2 regarding the applicant’s personal information. [Examples: names, date of birth, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 2 regarding the applicant’s personal information. [Question wording will vary.]</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 3 regarding the applicant’s contact information. [Examples: phone numbers and email addresses.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 3 regarding the applicant’s contact information. [Question wording will vary.]</p>	<p><i>-Students will be able to fill out Part 2 and 3 of the N-400 form.</i></p> <p><i>-Students will list the steps in the naturalization process, including the application, interview and the oath ceremony.</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p>	<p><u>N-400</u> Part 2 — Information About You Part 3 — Accommodations for Individuals with Disabilities and/or Impairments</p> <p><u>ELA</u> Simple wh- questions: “what” and “where” Simple prepositions of time and place</p> <p>*How to apply https://www.uscis.gov/citizenship/apply-for-citizenship</p> <p>*Copy of the N-400 https://www.uscis.gov/n-400</p> <p>*2020 N-400 Vocabulary Definitions https://youtu.be/qVDkionEiKg</p> <p>Familiarize students with the different aspects of the naturalization process through role play, videos, virtual field trips, and demonstrations</p>	<p>-Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p><u>ELA</u> R.2.Vocabulary: R.2.1.1 R.3 comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
Content Standard 3: Students know basic information about the naturalization pre-interview and interview process.				
Week 3	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 4 regarding information about the applicant’s</p>	<p><i>-Students will be able to fill out Part 4 and 5 of the N-400 form.</i></p>	<p><u>N-400</u> Part 4 — Information to Contact You Part 5 — Information About Your Residence</p> <p><u>ELA</u> Present tense of the verb TO BE</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p><u>ELA</u> R.2.Vocabulary:</p>

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	<p>residence. [Examples: date of residence (from and to), mailing address, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 4 regarding information about the applicant’s residence. [Question wording will vary.]</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 5 regarding information about the applicant’s parents. [Examples: mother’s country of birth, father’s middle name, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 5 regarding information about the applicant’s parents. [Question wording will vary.] Respond orally and correctly to civics test items related to American History.</p>	<p><i>-Students will be able to describe the naturalization process and the necessary steps that a foreign-born adult must take to become a citizen of the United States.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p>	<p>Simple present continuous tense</p> <p>What to expect during the naturalization process. https://my.uscis.gov/citizenship/what_to_expect</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>*2020 N-400 Vocabulary Definitions https://youtu.be/qVDkionEiKg</p> <p>Familiarize students with the different aspects of the naturalization process through role play, videos, field trips, and demonstrations</p>	<p>R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
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Content Standard 4: Students can respond appropriately during the review of Form N-400.				
Week 4	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 6 regarding physical characteristics. [Examples: height, weight, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 6 regarding physical characteristics. [Question wording will vary.]</p>	<p><i>-Students will be able to fill out Part 6 of the N-400 form.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p>	<p><u>N-400</u> Part 6 — Information About Your Parents</p> <p><u>ELA</u> Simple wh- questions: “why” and “when” Possessive adjectives Verb be present Short answers in present (yes, it is)</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>*2020 N-400 Vocabulary Definitions https://youtu.be/qVDkionEiKg</p> <p>Teach strategies for dealing with challenging situations (i.e., asking for clarification and repetition or asking for more time)</p>	<p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
Content Standard 12: Students can respond orally and correctly to civics test items about U.S. Symbols and Holidays.				
Week 5	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate

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	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Examples: I certify, I authorize, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Question wording will vary.]</p> <p>-Respond orally and correctly to civics test items related to the U.S. flag.</p> <p>-Respond orally and correctly to the civics test item related to the national anthem.</p> <p>-Respond orally and correctly to civics test items related to Independence Day.</p> <p>-Respond orally and correctly to the civics test item related to national U.S. holidays.</p>	<p><i>-Students will be able to fill out Part 12 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>- Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>N-400 Part 12 — Additional Information About(Questions 39-50)</p> <p>ELA Simple wh- questions: “why” and “when” Possessive adjectives</p> <p>CIVIC QUESTIONS: American symbols and Holidays 121,122,123,124, 125,126,127,128</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics, and photos as much as possible Teach new concepts and new words using concrete examples from students’ experience (e.g., compare the three (3) branches of government to tree branches)</p>	<p>-Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
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Content Standard 8: Students can respond orally and correctly to civics test items about American History during the Colonial Period and Independence.				
Week 6	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Examples: voting, hereditary titles, memberships in groups, arrests, serving in the U.S. Armed Forces, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Question wording will vary.]</p> <p>-Respond orally and correctly to civics test items related to the colonists in early America.</p> <p>-Respond orally and correctly to civics test items related to the American Indians.</p> <p>-Respond orally and correctly to civics test items related to slaves and slavery.</p> <p>-Respond orally and correctly to civics test items related to Thomas Jefferson and the Declaration of Independence.</p> <p>-Respond orally and correctly to the civics test item related to the 13 original states.</p> <p>-Respond orally and correctly to the civics test item related to the Constitutional Convention.</p> <p>-Respond orally and correctly to the civics test item related to the Federalist Papers.</p> <p>-Respond orally and correctly to the civics test item related to Benjamin Franklin.</p> <p>-Respond orally and correctly to civics test items related to George Washington</p>	<p><i>-Students will be able to fill out Part 11 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to listen and respond orally and correctly to concrete questions on the civic test .</i></p> <p><i>-Students will be able to listen and respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences</i></p>	<p>N-400 Part 11 — Information About Your Children</p> <p>ELA Modal auxiliary verbs (e.g., can + verb)</p> <p>CIVIC QUESTIONS: <u>American History</u> 73,74,75,76,77,78 79,80,81,82,83,84 85,86,87,88</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*Flash Cards. https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics, and photos as much as possible</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>

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		<i>from the writing vocabulary list.</i>	Teach new concepts and new words using concrete examples from students' experience (e.g., compare the three (3) branches of government to tree branches)	
Content Standard 5: Students can respond orally and correctly to civics test items about Principles of American Government.				
Week 7	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Examples: employer or school name, occupation, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Question wording will vary.]</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Examples: date you left the United States, total days outside the United States.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Question wording will vary.]</p> <p>-Respond orally and correctly to civics test items related to the Declaration of Independence.</p> <p>-Respond orally and correctly to civics test items related to the U.S. Constitution.</p>	<p><i>-Students will be able to fill out Part 7 and 8 of the N-400 form.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p>	<p><u>N-400</u> Part 7 — Biographic Information Part 8 — Information About Your Employment and Schools You Attended</p> <p><u>ELA</u> Simple wh- questions and response to "who" Adjectives Past tense of the verb TO HAVE (has/have) Conjunctions —and/or</p> <p><u>CIVIC QUESTIONS:</u> <u>Principles of American Government</u> 1,2,3,4,5,6,7,8,9,10,11,12 13,14.15,</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*128 Civic Questions and Answers (audio)</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society:</p>

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	<p>-Respond orally and correctly to civics test items related to the Bill of Rights. -Respond orally and correctly to the civics test item related to the United States economic system. -Respond orally and correctly to the civics test item related to the “rule of law.”</p>	<p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>https://www.uscis.gov/sites/default/files/document/audio/128_2020_Civics_Test_English_001.mp3</p> <p>Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 https://www.uscis.gov/n-400</p> <p>Present information in multiple ways (e.g., print, role play, and visual); use multimedia, including music. *Reinforce printed materials with oral language. *Divide instructional content into small segments. *Teach information step-by-step; stay on topic. *Speak slowly, repeat, and paraphrase. *Check for understanding before asking students to produce information.</p>	<p>T.1.1.2</p>
<p>Content Standard 9: Students can respond orally and correctly to civics test items about American History during the 1800s.</p>				
Week 8	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Examples: I certify, I authorize, etc.]</p>	<p><i>-Students will be able to fill out Part 12 of the N-400 form</i></p>	<p>N-400 Part 12 — Additional Information About You (Questions 1-12)</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p>

	<p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Question wording will vary.]</p> <p>-Respond orally and correctly to the civics test item related to the Louisiana Purchase.</p> <p>-Respond orally and correctly to the civics test item related to the U.S. wars of the 1800s.</p> <p>-Respond orally and correctly to civics test items related to the Civil War.</p> <p>-Respond orally and correctly to the civics test item related to Abraham Lincoln.</p> <p>-Respond orally and correctly to the civics test item related to the Emancipation Proclamation.</p> <p>-Respond orally and correctly to the civics test item related to Susan B. Anthony.</p>	<p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>ELA</p> <p>Simple wh- question and response to “how”</p> <p>Present tense of the verb TO DO</p> <p>Past tense of the verb CAN</p> <p>Future tense with will:</p> <p><u>CIVIC QUESTIONS:</u> <u>American History 1800’s</u> 90,91,92,93,94,95,96 97,98,99</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics, and photos as much as possible.</p> <p>Teach new concepts and new words using concrete examples from students’ experience (e.g., compare the three (3) branches of government to tree branches)</p>	<p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
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Content Standard 10: Students can respond orally and correctly to civics test items about Recent American History and Other Important Historical Information.				
Week 9	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Examples: I certify, I authorize, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Question wording will vary.]</p> <p>-Respond orally and correctly to the civics test item related to the U.S. wars of the 1900s.</p> <p>-Respond orally and correctly to the civics test item related to Woodrow Wilson.</p> <p>-Respond orally and correctly to the civics test item related to Franklin Roosevelt.</p> <p>-Respond orally and correctly to the civics test item related to Dwight Eisenhower.</p> <p>-Students can respond orally and correctly to civics test items related to World War II.</p> <p>-Respond orally and correctly to the civics test item related to the Cold War and communism.</p> <p>-Respond orally and correctly to civics test items related to the civil rights movement and Martin Luther King, Jr.</p> <p>-Respond orally and correctly to the civics test item related to September 11, 2001.</p> <p>-Respond orally and correctly to civics test items related to American Indian tribes.</p>	<p><i>-Students will be able to fill out Part 12 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>N-400 Part 12 — Additional Information About You (Questions 13-25)</p> <p>ELA Other common irregular verbs in the present tense</p> <p>CIVIC QUESTIONS: <u>Recent American History</u> 99,100,101,102,103,104,105,106,107,108, 109,110, 111,112,113,114,115,116, 117,118</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>https://americanhistory.si.edu/citizenship/test/1/ask</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p>	<p>-Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>

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			<p>Use graphics, and photos as much as possible.</p> <p>Teach new concepts and new words using concrete examples from students' experience (e.g., compare the three (3) branches of government to tree branches)</p>	
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Content Standard 6: Students can respond orally and correctly to civics test items about the System of Government in the United States				
Weeks 10,11,12	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>Understand the vocabulary and meaning of possible questions posed by Officers in Part 9 regarding information about the applicant’s marital history. [Examples: current spouse’s country of birth, prior spouse’s family name.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 9 regarding information about an applicant’s marital history. [Question wording will vary.]</p> <p>-Respond orally and correctly to the civics test item related to the three branches of government.</p> <p>-Respond orally and correctly to the civics test item related to the separation of power/checks and balances.</p> <p>-Respond orally and correctly to civics test items related to the President.</p> <p>-Respond orally and correctly to civics test items related to the Vice President.</p> <p>-Respond orally and correctly to civics test items related to the President’s Cabinet.</p> <p>-Respond orally and correctly to civics test items related to Congress.</p> <p>-Respond orally and correctly to civics test items related to U.S. Senators.</p> <p>-Respond orally and correctly to civics test items related to U.S. Representatives.</p> <p>-Respond orally and correctly to civics test items related to the Speaker of the House.</p> <p>-Respond orally and correctly to civics test items related to bills and laws.</p>	<p><i>-Students will be able to fill out Part 9 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences</i></p>	<p>N-400 Part 9 — Time Outside the U.S</p> <p>ELA Modal auxiliary verbs (e.g., have to + verb) Simple frequency adverbs (e.g., always, sometimes, never)</p> <p>CIVIC QUESTIONS: <u>System of Government</u> 16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33, 34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49, 50,51, 52,53,54,55,56,57,58,58,60, 61,62</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*128 Civic Questions and Answers (audio) https://www.uscis.gov/sites/default/files/document/audio/128_2020_Civics_Test_English_001.mp3</p> <p>Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions.</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA R.2.Vocabulary R.2.1.1 R.3 comprehension: R.3.1.1. W.1 Readability /Accuracy: W.1.1.4 W.4 Parts of Speech, Verb tense, and usage: W.4.1.1 L.1 Comprehension and collaboration: L.1.1.6 T.1 Technology and Society: T.1.1.2</p>

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	<ul style="list-style-type: none"> -Respond orally and correctly to civics test items related to the Supreme Court and the judicial branch. -Respond orally and correctly to the civics test item related to the Chief Justice of the United States. -Respond orally and correctly to civics test items related to political parties. -Respond orally and correctly to civics test items related to elections/voting. -Respond orally and correctly to the civics test item related to federal powers. -Respond orally and correctly to the civics test item related to state powers. -Respond orally and correctly to the civics test item related to state governors. -Respond orally and correctly to the civics test item related to state capitals. 	<p><i>from the writing vocabulary list.</i></p>	<p>https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics, and photos as much as possible. Teach new concepts and new words using concrete examples from students' experience (e.g., compare the three (3) branches of government to tree branches)</p>	
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Content Standard 7: Students can respond orally and correctly to civics test items about Rights and Responsibilities.

Week 13	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<ul style="list-style-type: none"> -Understand the vocabulary and meaning of possible questions posed by Officers in Part 10 regarding information about the applicant's children. [Examples: child's current legal name, child's date of birth, etc.] -Respond orally and correctly to a variety of possible questions posed by Officers in Part 10 regarding information about an applicant's children. [Question wording will vary.] Respond orally and correctly to civics test items related to voting rights. 	<ul style="list-style-type: none"> -Students will be able to fill out Part 10 of the N-400 form -Students will be able to listen and respond verbally and correctly about personal information 	<p><u>N-400</u> Part 10 — Information About Your Marital History</p> <p><u>ELA</u> Present tense of the verb CAN</p> <p><u>CIVIC QUESTIONS:</u> <u>Rights and Responsibilities</u> 63,64,65,66,67,68, 69,70,71,72</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative</p>

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	<p>-Respond orally and correctly to the civics test item related to the responsibilities of citizens.</p> <p>-Respond orally and correctly to civics test items related to the rights of citizens.</p> <p>-Respond orally and correctly to the civics test item related to the rights of everyone living in the United States.</p> <p>-Respond orally and correctly to the civics test item related to the Pledge of Allegiance.</p> <p>-Respond orally and correctly to the civics test item related to promises that naturalized citizens make.</p> <p>-Respond orally and correctly to the civics test item related to participating in democracy.</p> <p>-Respond orally and correctly to the civics test item related to the federal income tax.</p> <p>-Respond orally and correctly to the civics test item related to the Selective Service.</p>	<p><i>--Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to distinguish between an obligation or duty and a responsibility as it relates to citizenship.</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics, and photos as much as possible</p> <p>Teach new concepts and new words using concrete examples from students' experience (e.g., compare the three (3) branches of government to tree branches)</p>	<p>sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
Content Standard 11: Students can respond orally and correctly to civics test items about U.S. Geography.				
Week 14	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part</p>		<p><u>N-400</u> Part 12 — Additional Information About you (Questions 26-38)</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p>

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	<p>12 regarding the applicant’s signature. [Examples: I certify, I authorize, etc.] -Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant’s signature. [Question wording will vary.] -Respond orally and correctly to the civics test item related to Washington, DC. -Respond orally and correctly to the civics test item related to the Statue of Liberty.</p>	<p><i>-Students will be able to fill out Part 12 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond orally and correctly to the civic test items.</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>ELA Simple where/what- question</p> <p><u>CIVIC QUESTIONS:</u> <u>U.S. Geography</u> 119,120</p> <p>*128 Civic Questions and Answers (2020 version) https://www.uscis.gov/sites/default/files/document/crc/M_1778.pdf</p> <p>*Flash Cards https://www.uscis.gov/sites/default/files/document/flash-cards/M-1779_%28cut-out%29.pdf</p> <p>*Video 128 questions. https://www.youtube.com/watch?v=Ah-2APAcu_c&t=35s</p> <p>*Copy of the N-400 (https://www.uscis.gov/n-400)</p> <p>Use graphics and photos as much as possible. Teach new concepts and new words using concrete examples from students’ experience (e.g., compare the three (3) branches of government to tree branches)</p>	<p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List</p> <p>ELA</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
<p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p>				

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Week 15	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Demonstrate knowledge that this part is the responsibility of the person who prepares the N-400, if someone prepares it for the applicant.</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 13,14 regarding the statement of applicants who used an interpreter. [Examples: if you answered “yes,” language used, etc.]</p> <p>-Understand the vocabulary and meaning of possible questions posed by Officers in Part 15 regarding the applicant’s signature at the interview. [Examples: I know the content of, is true and correct, subscribed to and sworn to, etc.]</p> <p>-Respond orally and correctly to a variety of possible questions posed by Officers in Part 15 regarding the applicant’s signature at the interview. [Question wording will vary.]</p> <p>-Correctly read aloud people’s names within written interrogative sentences: Abraham Lincoln, George Washington.</p> <p>-Correctly read aloud civic words within written interrogative sentences: American flag, Bill of Rights, capital, citizen, city, Congress, country, Father of Our Country, government, President, right, Senators, state/states, White House.</p> <p>-Correctly read aloud place names within written interrogative sentences: America, United States, and U.S.</p> <p>-Correctly read aloud holidays within written interrogative sentences: Presidents’ Day,</p>	<p><i>-Students will be able to fill out Part 13,14 and 15 of the N-400 form</i></p> <p><i>-Students will be able to read aloud with understanding the words from the reading list.</i></p> <p><i>-Students will be able to read aloud simple sentences derived from the reading list..</i></p> <p><i>-Students will be able to read written language pertinent to the naturalization process.</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to respond to simple</i></p>	<p>Reading Vocabulary List. N-400 Part 13 — Applicant’s Statement, Certification, and Signature Part 14 — Interpreter’s Contact Information and Signature Part 15 — Preparer’s Contact Information, Certification, and Signature</p> <p>ELA High Frequency words</p> <p>*Reading List. https://www.uscis.gov/sites/default/files/document/guides/reading_vocab.pdf</p> <p>*US CITIZENSHIP READING TEST AND WRITING TEST 2021 https://youtu.be/hX7HvBb40zA</p> <p>Reading Strips: https://www.uscis.gov/sites/default/files/document/guides/M-1178_Reading_Strips_E.pdf</p> <p><u>Some reading materials that Reinforce Citizenship Content:</u></p> <ul style="list-style-type: none"> - Ensure the classroom materials are at the appropriate level. -Reinforce materials with oral language. - Use colored markers or colored papers to high light key civics concepts, new vocabulary, or letter and sound patterns. 	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List.</p> <p>ELA R.2.Vocabulary: R.2.1.1 R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy: W.1.1.4</p> <p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>

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	<p>Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.</p> <p>-Correctly read aloud question words within written interrogative sentences: How, what, When, Where, Who, Why.</p> <p>-Correctly read aloud verbs within written interrogative sentences: can, come, do/does, elects, have/has, is/are/was/be, lives/lived, meet, name, pay, vote, and want.</p> <p>-Correctly read aloud other function words within written interrogative sentences: a, for, here, in, of, on, the, to, we.</p> <p>-Correctly read aloud other content words within written interrogative sentences: colors, dollar bill, first, largest, many, most, north, one, people, second, south.</p>	<p><i>questions and request for repetition.</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences from the writing vocabulary list.</i></p>	<p>- Use flash cards, such as the Civics Flash Cards for the Naturalization Test, Reading and Writing Vocabulary Flash Cards, in various ways and have students study them frequently.</p> <p>- Use visuals such as maps, photos, videos and realia—or objects or activities to facilitate classroom discussion---such as historical documents, globes, signs and classroom props to provide context. Find additional education materials and instructional resources at: www.uscis.gov/citizenship.</p>	
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Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List.

Week 16	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>Understand the vocabulary and meaning of possible questions posed by Officers in Part 17 regarding the renunciation of foreign titles. [Examples: I further renounce the title of, list order of nobility, etc.]</p> <p>-Correctly write people’s names within dictated declarative sentences: Adams, Lincoln, and Washington.</p> <p>-Correctly write civic words within dictated declarative sentences: American Indians, capital, citizens, Civil War, Congress, Father of Our Country, flag, free, freedom of speech, President, right, Senators, state/states, and White House.</p>	<p><i>-Students will be able to fill out Part 16 and 17 of the N-400 form</i></p> <p><i>-Students will be able to listen and respond verbally and correctly about personal information</i></p> <p><i>-Students will be able to write correctly from dictation or copy simple words or simple sentences</i></p>	<p>Writing Vocabulary List. N-400 Part 16 — Signature at Interview Part 17 — Renunciation of Foreign Titles ELA Subject-verb agreement</p> <p>*Writing List https://www.uscis.gov/sites/default/files/document/guides/writing_vocab.pdf</p> <p>*US CITIZENSHIP READING TEST AND WRITING TES 2021: https://youtu.be/hX7HvBb40zA</p> <p>*Writing Strips:</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.</p> <p>ELA R.2.Vocabulary: R.2.1.1 R.3 Comprehension: R.3.1.1. W.1 Readability /Accuracy: W.1.1.4 W.1.1.5</p>

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	<p>-Correctly write place words within dictated declarative sentences: Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, and Washington, D.C.</p> <p>-Correctly write months within dictated declarative sentences: February, May, June, July, September, October, and November.</p> <p>-Correctly write holidays within dictated declarative sentences: Presidents’ Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.</p> <p>-Correctly write verbs within dictated declarative sentences: can, come, elect, have/has, is/was/be, lives/lived, meets, pay, vote, and want.</p> <p>-Correctly write other function words within dictated declarative sentences: and, during, for, here, in, of, on, the, to, and we.</p> <p>-Correctly write other content words within dictated declarative sentences: blue, dollar bill, fifty/50, first, largest, most, north, one, one hundred/100, people, red, second, south, taxes, and white.</p>	<p><i>from the writing vocabulary list.</i></p> <p><i>- Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond to oral simple questions and request for repetition.</i></p>	<p>https://www.uscis.gov/sites/default/files/document/guides/M-1178_Writing_Strips_E.pdf</p> <p><u>Some writing materials that Reinforce Citizenship Content:</u></p> <p>-Provide access to various writing instruments (pen, Pencil, computer, iPad etc.)</p> <p>-Ensure adult citizenship handouts, and activities are at the appropriate level.</p> <p>-Encourage a student to keep a journal and assign them to write on civics or naturalization content. (writing list)</p> <p>-Incorporate manipulatives—or items to support hands-on-learning—such as letter tiles, blocks, or cubes into the citizenship classroom activities.</p> <p>_CLOZE activities.</p> <p>Find additional education materials and instructional resources at: www.uscis.gov/citizenship.</p>	<p>W.4 Parts of Speech, Verb tense, and usage: W.4.1.1</p> <p>L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
Content Standard 15: Students know the basic information about the naturalization post-interview process.				
Weeks 17,18	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate
	<p>-Understand the vocabulary and meaning of possible questions posed by the USCIS staff person as he or she reads the Oath of Allegiance.</p> <p>-Understand the vocabulary and meaning of sentences used by Officers regarding post-interview instructions.</p>	<p><i>-Students will be able to fill out Part 18 of the N-400 form.</i></p> <p><i>-Students will be able to listen and respond verbally and correctly</i></p>	<p>N-400 Part 18 — Oath of Allegiance</p> <p>*Naturalization Ceremonies</p> <p>https://www.uscourts.gov/about-federal-courts/educational-resources/</p>	<p>Content Standard 4: Students can respond appropriately during the review of Form N-400</p> <p>R.2.Vocabulary: R.2.1.1</p> <p>R.3 Comprehension: R.3.1.1.</p> <p>W.1 Readability /Accuracy:</p>

CITIZENSHIP CURRICULUM MAP

	<p>-Demonstrate their knowledge of the logistics and requirements for the naturalization ceremony.</p> <p>-Recognize words and sentences of the Oath of Allegiance, and know that they will recite it at the naturalization ceremony.</p> <p>-Check in at the naturalization ceremony.</p> <p>-State the Oath of Allegiance at the naturalization ceremony.</p> <p>-Post-Interview and Interview practice</p>	<p><i>about personal information</i></p> <p><i>-Students will be able to read sentences and questions about personal information aloud</i></p> <p><i>-Students will be able to respond to simple questions and request for repetition.</i></p> <p><i>-Students will be able to verbally verify all information on form N-400</i></p> <p><i>-Students will be able to recite the Pledge of Allegiance correctly.</i></p>	<p>annual-observances/naturalization-ceremonies</p> <p>*Charlotte field office naturalization ceremony video: https://www.facebook.com/uscis/videos/2337563009893884/?t=18</p> <p>*Post Interview video: https://youtu.be/lamXMyqnaLE</p> <p>*2021 US Citizenship Interview N-400 Naturalization Mock Video: https://youtu.be/Hipry2wkbS0</p> <p>*2021 US Citizenship Interview N-400 Naturalization Mock Video: https://youtu.be/SDb9_CqPUTQ</p> <p>*US Citizenship Interview Practice 2020 During COVID https://youtu.be/Zr9566KhRBE</p> <p>*Expose students to a variety of speakers with different accents</p> <p>*Mock interview provides student opportunity to practice, prepare, improve communication skills, and reduce students stress before the actual citizenship interview.</p>	<p>W.1.1.4 W.4 Parts of Speech, Verb tense, and usage: W.4.1.1 L.1 Comprehension and collaboration: L.1.1.6</p> <p>T.1 Technology and Society: T.1.1.2</p>
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CCR Curriculum Mapping project is the result of a collaboration between Alamance, Davidson-Davie, Pitt, Randolph, Sandhills Community Colleges. 2021.

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
1. Desirable and Undesirable Traits in a Medical Office Administrative Assistant					
1	R.3.1.1 Locate pertinent information in simple , familiar materials and ask and answer questions about the key details.	To recognize desirable traits and use these on the job.	https://create.kahoot.it/share/3310476b-606e-4e4c-8a42-52f6840eb4ed	RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5	
	ELP 2.1 Actively listen to others, participate in short conversations		https://www.workitdaily.com/medical-assistant-traits		
	ELP 2.5 Express his or her own ideas clearly and persuasively		https://quizlet.com/134272458/ma-professional-traits-flash-cards/		
	R.3.4.1. Read and interpret information in common manuals and other functional readings		https://drive.google.com/drive/folders/1_LUm8KJQYpOIEVtTuYwvUlfds9dxDwfF		
	R.4.1.1 Read instructional level text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.				
	W.5.1.3 Focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed				
R.1.2.8 Use decoding strategies to read accurately unfamiliar multisyllabic words in context and out of context.					

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
2. Policies, Procedures, Ethics and Laws in the Medical Office					
2	ELP 2.1,2.2, 2.3 participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Critical thinking with sentence stems activity, including policies, procedures, ethics, and laws	Kahoot! Medical Office Administrative Assistant Lesson 2 https://create.kahoot.it/share/1a755cc1-93dd-49c3-9d34-2b38c900d6d2	SP1 Ask questions and define problems, SP4 Analyze and interpret data, SP6 Construct explanations and design solutions, SP8 Obtain, evaluate, and communicate information	RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
	ELP 7.1, 7.2, 7.3 adapt language choices to purpose, task, and audience when speaking and writing		https://www.medassistantedu.org/medical-office-assistant/		
			https://drive.google.com/drive/folders/1OJxdQig-kNxUI7uZxniNwXhjp8zAbatj		
3. Scheduling and Communication in the Medical Office					

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
3	ELP 9.1,9.2,9.3 Create clear and coherent level appropriate speech and text	Procedures for creating schedules and communicating the information effectively	Kahoot! https://create.kahoot.it/share/c3887ef4-69a7-4435-90c6-902e89bbfa74	SP1 Ask questions and define problems, SP3 Plan and carry out investigations, Sp4 Analyze and interpret data, SP6 Construct explanations and design solutions, SP7 Engage in argument from evidence, SP8 Obtain, evaluate, and communicate information	RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
			Kahoot! https://create.kahoot.it/share/5f33a5f8-0d78-460a-bea0-cef77d087990		
			https://drive.google.com/drive/folders/1YoM1uIKQ_lomZHwRikQDI_eKnevSS3h		
			https://www.magmutual.com/learning/toolkit/onboarding-medical-assistants-office-staff-toolkit/communication-medical-office/		
4. Communication and Record Keeping					

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
4	ELP 10.1,10.2,10.3 demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing	Using computers to access electronic health information	Kahoot! https://create.kahoot.it/share/660f2d1f-e09e-40e1-a531-126318f2df94		RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
	ELP 4.1, 4.2, 4.3 construct level-appropriate oral and written claims and support them with reasoning and evidence		https://drive.google.com/drive/folders/1nCCo4N0j_TT6jYMXy1lY5V9_4NUYNY-y		
5. Managing Health Information					
5	ELP 5.1, 5.2,5.3 conduct research and evaluate and communicate findings to answer questions or solve problems	Ability to file and organize patient information	Kahoot Game: https://create.kahoot.it/v2/share/2914cf95-c229-4856-af17-504ffd6ddb18		RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
			https://drive.google.com/drive/search?q=MOAA%20Lesson%205		
6. Office Management					
6	ELP 1.1, 1.2,1.3 construct meaning from oral presentations and literary and information text through level appropriate listening, reading, and viewing	Managing waiting areas, Reducing stress	Google Slide Presentation Activity: Managing Stress	MP1 Make sense of problems and persevere in solving them SP1 Ask questions and define problems	RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
			Kahoot! https://create.kahoot.it/v2/share/4d4cea1f-9092-45f7-a422-bb2fc8332dc5		

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
			https://drive.google.com/drive/folders/1x6f8z4eEzHhE48_CCKQbUsm8FuyTmP04		
7. Insurance and Coding					
7	ELP 3.1,3.2, 3.3 speak and write about level-appropriate complex literary and informational texts and topics	Ability to navigate different care plans and provider and payment systems	Kahoot! Medical Office Coding https://create.kahoot.it/v2/share/moaa-lesson-7-medical-office-coding/086479a1-e3e1-4ce4-9223-a31e473554c3		RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
			https://drive.google.com/drive/folders/1bgH2QsP_v_XnpFuAP8BwvmV1cplYdtWe		
8. Medical Billing and Collections					
	M.5.2.1 Represent and solve problems involving addition, subtraction	Completing electronic and hard copy insurance claims	Kahoot! https://create.kahoot.it/share/moaa-lesson-8-billing-options-and-delinquent-accounts/bd85d999-a8cb-44bs-bc14-eff201b42039		RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
	M.5.2.2. Represent and solve problems involving multiplication and division	Calculating charges and processing statements	https://www.all-things-medical-billing.com/how-math-applies-to-a-medical-administrative-assistant.html#:~:text=A%20medical%20administrative%20assistant%20would.addition%2C%20subtraction%2C%20and%20multiplication.		
	M.5.2.7 Solve problems involving the four operations, and identify and explain patterns in arithmetic.		https://www.nwtech.k12.wa.us/cms/lib/WA01001349/Centricity/Domain/45/Medical%20Math1.pdf		

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
8	M.1.3.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.		https://drive.google.com/drive/folders/1PmjetazYjGSctHoRn6P4M3X94DDxl978		
	M.1.3.14 build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers				
	M.1.3.16 Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	Maintaining electronic and financial records			
	M.5.2.1 Represent and solve problems involving addition, subtraction	Determining an employee's net salary			
	M.5.2.2. Represent and solve problems involving multiplication and division				
	M.5.2.7 Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
9. Practice Financials					
	M.5.2.1 Represent and solve problems involving addition, subtraction.	Determining an employee's net salary	Determining an Employee's Net Salary Kahoot! https://create.kahoot.it/share/moaa-lesson-9-determining-an-employee-s-net-salary/Ocba		RI/RL 2.1, W 1.8, W 3.8, SI 3.4, SL 3.6, L 3.5
	M.5.2.2. Represent and solve problems involving multiplication and division		https://drive.google.com/drive/folders/1gN6S2rpG4I5NPYRKz62up0539AFbphlf		

Companion Map: Medical Office Administrative Assistant

Weeks	Benchmark Standards	Learning Targets	Resources	Other Standards to Incorporate	
9	M.5.2.7 Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
	M.1.3.4 Fluency add and subtract multi-digit whole numbers using the standard algorithm.				
	M.1.3.14 build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers				
	M.1.3.16 Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.				

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