Interactive Language Media

Curriculum

Created by

N. Kristina Leyva, Ed. S

This course may be modified to meet the requirement of a student's Individualized Education Plan (IEP).

Virginia Standards of Learning in English Language Arts:
Reading, Writing, & Communication

Course Description
This course is an exploratory reading and writing course that places emphasis on each student's ability to effectively communicate through the written and verbal word. Students will communicate through a variety of reading and writing experiences and delivery methods, including, but not limited to: the HCS mandated writing process, original narratives, blogging, Pod casts, problem/project based learning, and poetry. Students will also demonstrate effective oral communication through critical questioning, classroom presentations, and debates. Skills will be demonstrated through the following:

Critical Thinking & Research
The Virginia Standards of Learning call for students to be able to apply critical thinking skills, apply reasoning skills, and have the ability to successfully analyze texts and synthesize learning. Successful demonstration of these skills can be observed in a student's ability to powerfully argue and defend a chosen stance, justify reasoning, evaluate a texts for its purpose, draw inference, make predications and draw conclusion, create original dialogue, and problem solve.

Information Literacy
A student who is information literate is able to consume and comprehend reading across a spectrum of genres and informational texts in all academic areas. This course will incorporate cross-curricular context to allow students the opportunity to explore and exercise their abilities in a creative and interactive manner. This means that students must be able to evaluate material critically, possess the ability to synthesize read texts, differentiate between primary and secondary sources, and distinguish fact from opinion, in order to create an original and authentic product.

Technology & Media Literacy
Technology is an essential piece of educating the 21st Century student. Within the context of this course students will dedicate time to research, blogging, keyboarding, and use various media applications. This course will also require student to use critical thinking skills to effectively connect their writing in either a web-based application or a word processing program. Due to the high use of technology within this course, the Interactive Language Media Computer Lab Agreement binds students. Violation of this agreement, dependent on the degree and frequency, can/may lead to the surrender of technology privileges and removal from this course.

Collaboration

Being able to effectively and successfully collaborate with other sis a part of the Virginia Standards of Learning. As students progress through the academic stages they will be expected to engage in group collaboration and participation within the academic setting. This course will place focus on fostering the foundation for that expectation. Students should be able to partner with each other in several settings, including: peer groups, one-on-one, in both small and large groups, and within a diverse group of people and learners. This course will require students to help establish a safe learning environment where students will be able to freely hold discourse without fear of judgment, ridicule, or reprimand. Students will be required to peer review, mediate opposing perspectives, contribute ideas, speak with purpose, assume responsibility for a specific role or task, analyze and interpret other's presentations, and seek the ideas and contributions of others.

Self-Direction

Students who are able to effectively and successfully read, write, and orally communicate, portray self-direction by using metacognitive strategies. These students are able to:
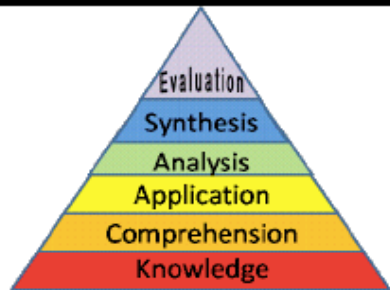
- plan and set goals
- initiate a task
- follow a task through to completion
- evaluate and monitor their own work
- identify errors and make connections

Within the context of this course students will be required to demonstrate these skills. Due to the alternating schedule of this course, students will need to become more proficient with these skills in order to meet course demands and deadlines. Those are skills that will enable learners to become successful, productive, contributing adults.
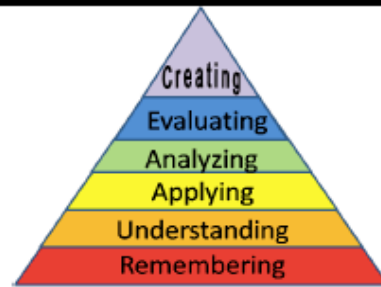
Invention & Imagination

Applying problem solving skills are essential in a reading and writing curriculum. Invention and imagination are a key component for any writer. Within in this course students will be required to be both. Both are necessary synthesizing information and needing to introduce learned information in a new format. Invention and imagination pushes a students intellectually and forces the to work at a higher metacognitive level when exploring their writing experiences.
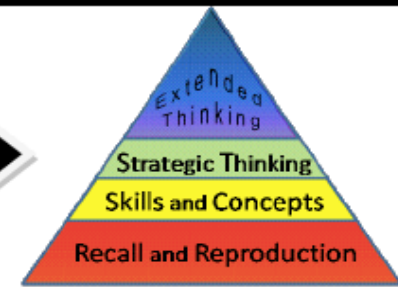
Bloom's Taxonomy & Depth of Knowledge

Evaluation	**Creating**	**Extended Thinking**
Synthesis	Evaluating	Strategic Thinking
Analysis	Analyzing	Skills and Concepts
Application	Applying	Recall and Reproduction
Comprehension	Understanding	
Knowledge	Remembering	
Bloom's – Old Version (1956)	Bloom's - New Version (1990's)	Webb's DOK (2002)

Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge	**Remembering**
Recall appropriate information.	
Comprehension	**Understanding**
Grasp the meaning of material.	
Application	**Applying**
Use learned material in new and concrete situations.	
Analysis	**Analyzing**
Break down material into component parts so that its organizational structure may be understood.	
Synthesis	**Evaluating**
Put parts together to form a new whole.	*Make judgments based on criteria and standards.*
Evaluation	**Creating** *(Previously Synthesis)*
Judge value of material for a given purpose.	*Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.*

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs
Some verbs could be classified at different levels depending on application.

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*
Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept
Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking
Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

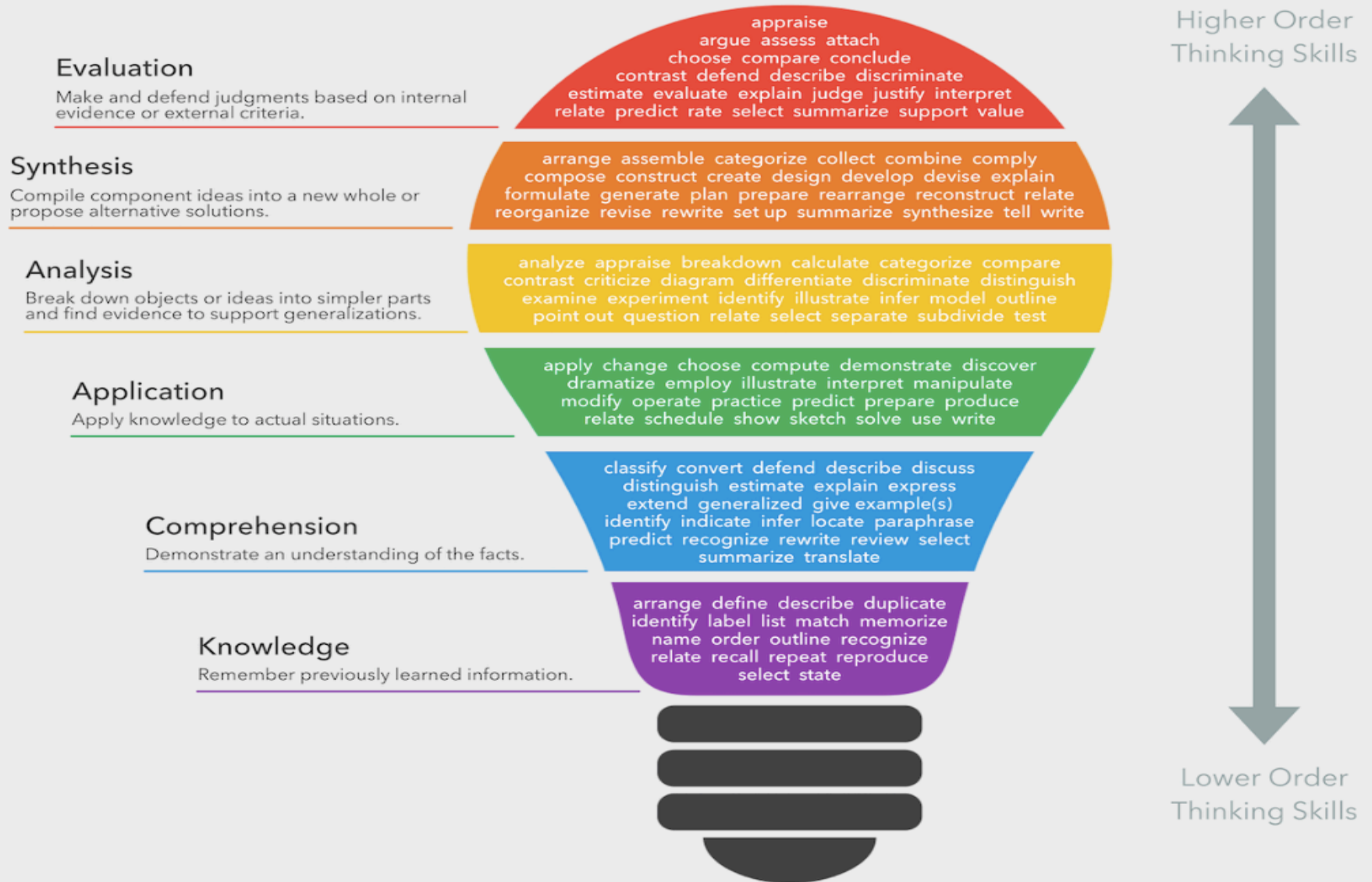### Extended Thinking *Correlates to Bloom's 2 Highest Levels*
*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Bloom's Taxonomy & Depth of Knowledge

Bloom's Taxonomy Verbs

Higher Order Thinking Skills

Evaluation
Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

Application
Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension
Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge
Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Lower Order Thinking Skills

YEAR 1 COURSE OVERVIEW

Course Overview: First Nine Weeks (Y1)

Essential Questions

1. How does exploring historical figures put current events into perspective?
2. What are the lingering effects of the actions of historical figures?
3. How can researching and writing about history help you gain a better understanding of your learning?

Objectives

The students will use grade level language arts skills and grade level history standards to research a historical figure. Students will analyze and used gained information to create a well-organized research paper supported with strong, factual evidence. By the end of this unit the student will be able to:

- differentiate between primary and secondary sources
- be able to identify reliable web sources (.com, .edu, .gov, .org)
- differentiate fact from fiction
- explain the purpose of a thesis statement and construct a three point thesis
- create a introductory hook
- craft an effective concluding paragraph
- understand both intentional and unintentional plagiarism and its consequences
- properly format an APA research paper
- cite sources within a text
- create a properly formatted reference page

Students will also learn and utilize the approved HCS writing process, including:

- utilizing the T-Bar method
- construct a rough draft
- effectively edit a paper
- cultivate a more formal vocabulary

Students will demonstrate learning through (assessment):

- properly formatted APA paper
- brochure
- multi-media presentation
- live action presentation
- thesis assessment

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. c) Summarize and evaluate group activities. d) Analyze the effectiveness of participant interactions. **6.2 The student will present, listen critically, and express opinions in oral presentations**. . e) Use language and vocabulary appropriate to audience, topic, and purpose. **6.3 The student will understand the elements of media literacy.** b) Identify the characteristics and effectiveness of a variety of media messages. c) Craft and publish audience-specific media messages.	**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use text structures such as type, headings, and graphics to predict & categorize information in both print and digital texts. b) Use prior knowledge & build additional background knowledge as context for new learning. c) Identify questions to be answered. d) Make, confirm, or revise predictions. e) Draw conclusions & make inferences based on explicit and implied information. f) Differentiate between fact and opinion. g) Identify main idea. h) Summarize supporting details. . j) Identify the author's organizational pattern. k) Identify cause and effect relationships.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. c) Make statements to communicate agreement or tactful disagreement with others' ideas. d) Use language and style appropriate to audience, topic, and purpose. e) Use a variety of strategies to listen actively. **7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.** a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills. **7.3 The student will understand the elements of media literacy.** b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media	**7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts**. a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. d) Draw conclusions and make inferences on explicit and implied information. e) Differentiate between fact and opinion. f) Identify the source, viewpoint, and purpose of texts. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats. .

messages. e) Craft and publish audience-specific media messages	
8.1 The student will use interviewing techniques to gain information. a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the interview. **8.2 The student will develop and deliver oral presentations in groups and individually**. a) Choose topic and purpose appropriate to the audience. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. c) Use appropriate verbal and nonverbal presentation skills. d) Respond to audience questions and comments. **8.3 The student will analyze, develop, and produce creative or informational media messages.** c) Use media and visual literacy skills to create products that express new understandings. d) Evaluate sources for relationships between intent and factual content	**8.6 The student will read, comprehend, and analyze a variety of nonfiction texts**. a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. d) Analyze the author's use of text structure and word choice. e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. j) Identify cause and effect relationships. k) Evaluate, organize, and synthesize information for use in written and oral formats.

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
6.7 The student will write narration, description, exposition, and persuasion. a) Identify audience and purpose. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement if appropriate. f) Write multi-paragraph compositions with elaboration and unity. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Revise sentences for clarity of content including specific vocabulary and information. j) Use computer technology to plan, draft, revise, edit, and publish writing. **6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use subject-verb agreement with intervening phrases and clauses. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Maintain consistent verb tense across paragraphs. e) Eliminate double negatives. f) Use quotation marks with dialogue. g) Choose adverbs to describe verbs, adjectives, and other adverbs. h) Use correct spelling for frequently used words.	**6.9 The student will find, evaluate, and select appropriate resources for a research product**. a) Collect information from multiple sources including online, print, and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources. e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product**. a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information.

e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	d) Cite primary and secondary sources. e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. c) Distinguish between a thesis statement and a topic sentence. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. f) Use interview quotations as evidence. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. f) Publish findings and respond to feedback. g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct quotations. g) Use correct spelling for frequently used words.	

Virginia SOL Anchor Learning Standards
Social Studies/History/Civics

United States History to 1865
6th Grade Skills

USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;

USI.3 The student will apply social science skills to understand how early cultures developed in North America by
b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);

USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by
a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;

USI.5 The student will apply social science skills to understand the factors that shaped colonial America by
d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans;

USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette

USI.7 The student will apply social science skills to understand the challenges faced by the new nation by
c) describing the major accomplishments of the first five presidents of the United States.

USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and
e) explaining the main ideas of the abolitionist and women's suffrage movement

USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;

Virginia SOL Anchor Learning Standards
Social Studies/History/Civics

United States History: 1865 to Present
7th Grade Skills

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history

USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

USII.4 The student will apply social science skills to understand how life changed after the Civil War by
e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement

USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by
b) describing Theodore Roosevelt's impact on the foreign policy of the United States; and
c) evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by
a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
c) examining art, literature, and music from the 1920s and 1030s with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance, and

USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by
a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;

USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges

USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act
b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;

Virginia SOL Anchor Learning Standards
Social Studies/History/Civics

World Geography to 1500 A. C. (C.E.)
8th Grade Skills

WHI 1. The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;

WHI 2. The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
a) explaining the impact of geographic environment on hunter-gatherer societies

WHI 3. The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
a) locating these civilizations in time and place and describing their major geographic features
b) describing the development of social, political, and economic patterns, including slavery;
c) explaining the development and interactions of religious traditions;
d) describing the origins, beliefs, traditions, customs, and spread of Judaism**;**

WHI 4. The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;
f) describing the impact of Confucianism, Taoism, and Buddhism

WHI 5. The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
a) locating Greek civilizations in time and place and describing their major geographic features;
b) describing the social and religious structure of ancient Greece;
c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;
d) evaluating the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars;
e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

WHI 6. The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
a) locating Roman civilizations in time and place and describing their major geographic features;

b) describing the social and religious structure of ancient Rome;
c) describing the social structure and cultural development of the Roman Republic) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;
e) describing and evaluating the political structure of the Roman Empire under the role of Augustus Caesar;

WHI 11. The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
d) evaluating the impact of the Mongol Empire throughout Asia.

WHI 13. The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
a) locating early civilizations in time and place and describing major geographic features;
b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas;
c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.

WHI 14. The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by
a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide First Nine Weeks (Y1)

Week 1

- Class expectations
- Required Materials
- Class description/review syllabus
- Review computer usage agreement
- Complete student interest survey
- Review how to use Google Classroom

- Lesson on Formal v. Informal Language
- Create Formal v. Informal Word Wall
- Writing assessment. (use approved HCS writing prompt)
- Grade with HCS writing rubric

Week 2

- Credible web sources
- Primary/ Secondary sources
- Introduce HCS approved method for writing
- Introduce historical figure research project
- Students will begin research on figure using research collection template
- Presentation on thesis statement

- Approve thesis statements
- Presentation on writing introductory paragraphs with hooks and thesis statements
- Approve introductions

Week 3

- Lesson difference between plagiarism, citing a source, and paraphrasing
- Lesson on how to properly cite source within a paper
- Citation and plagiarism activity
- Lesson on transitioning sentences and concluding sentence
- Give out "How do I connect my ideas" worksheet with transition words

- Write first and second supporting rough draft paragraphs
- Lesson on simple, compound, complex, compound-complex paragraphing (the diamond paragraph)
- Sentence variety exercise
- Review and rewrite first and second paragraphs in diamond paragraph formation, with transitions, and citations

Week 4	
• Write third supporting paragraph rough draft • Review diamond paragraph • Review and rewrite third paragraph with concluding sentence. • Lesson on crafting an effective conclusion and clincher statement	• Conclusion activity • Write conclusion for paper • Lesson on verb tenses • Student review paper for verb corrections
Week 5	
• Lesson on editing with purpose • Edit rough drafts • Presentation on APA formatting • APA formatting in Google Doc • APA writing template • Students begin typing research •	• Presentation on using Pages for brochure and requirements • Presentation on using Prezi and requirements • Presentation on using Google Slides and requirements • Presentation on Glogster and requirements
Week 6	
• Return edited rough drafts • Final draft • Continue working on presentations	• Review presentation rubrics
Week 7	
• Paper due	• Presentations begin
Week 8	
• Complete presentations	• Review for exam 1. Thesis statements 2. Transitions words 3. Sentence variety 4. Verb tenses 5. APA formatting
Week 9	
• Exam	

Course Overview: Second Nine Weeks (Y1)

1. How does a science connect us to real life events?
2. How does the author make the characters come to life?
3. How does point of view affect the story?

Objectives

The student will utilize grade level language arts skills, analyzing grade level science standards through researching, deconstruct informational texts, using synthesized gained knowledge to produce an original information text in the form of children's book. By the end of this unit the student will be able to:

- produce reliable research facts
- be able to identify reliable web sources (.com, .edu, .gov, .org)
- understand both intention & unintentional plagiarism and its consequences
- synthesize researched information into a creative format
- brainstorm writing topic
- pitch a plot and create a storyboard
- connect research to writing
- find, create, and use graphic images to enhance storytelling
- write and publish a children's book
- create compound, complex, compound-complex sentences
- identify prepositions, prepositional phrases, and the object of a preposition
- use colorful adjectives and strong adverbs to improve writing
- ensure subject-verb agreement within writing
- ensure pro-nouns and antecedents agreement

Students will also utilize the approved HCS writing process, including:
- utilize the T-Bar method
- construct a rough draft
- effectively edit a paper

Students will demonstrate learning through (assessment):
- grammar quizzes
- brainstorming products
- collected research
- storyboard
- rough draft submission
- completed product

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. **6.3 The student will understand the elements of media literacy.** a) Compare and contrast auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Craft and publish audience-specific media messages.	**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.** d) Identify and analyze figurative language. **6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. b) Use prior knowledge and build additional background knowledge as context for new learning. c) Identify questions to be answered. . . f) Differentiate between fact and opinion. g) Identify main idea. h) Summarize supporting details. j) Identify the author's organizational pattern. k) Identify cause and effect relationships.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. d) Use language and style appropriate to audience, topic, and purpose. **7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.	**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.** c) Identify and analyze figurative language. **7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. e) Differentiate between fact and opinion. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
8.3 The student will analyze, develop, and produce creative or informational media messages. c) Use media and visual literacy skills to create products that express new	**8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.**

understandings. d) Evaluate sources for relationships between intent and factual content.	a) Identify and analyze an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.** a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. . e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. .

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
6.7 The student will write narration, description, exposition, and persuasion. a) Identify audience and purpose. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement if appropriate. f) Write multi-paragraph compositions with elaboration and unity. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Revise sentences for clarity of content including specific vocabulary and information. j) Use computer technology to plan, draft, revise, edit, and publish writing. **6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use subject-verb agreement with intervening phrases and clauses. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Maintain consistent verb tense across paragraphs. e) Eliminate double negatives. f) Use quotation marks with dialogue. g) Choose adverbs to describe verbs, adjectives, and other adverbs. h) Use correct spelling for frequently used words.	**6.9 The student will find, evaluate, and select appropriate resources for a research product.** a) Collect information from multiple sources including online, print, and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources. .
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information.

e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	d) Cite primary and secondary sources.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Publish findings and respond to feedback.

with compound objects. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct quotations. g) Use correct spelling for frequently used words.	

Virginia SOL Anchor Learning Standards
Earth/Life/Physical Sciences

6th Grade

Force, Motion, and Energy
6.2 **The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include**
      a) potential and kinetic energy;
      b) the role of the sun in the formation of most energy sources on Earth;
      c) nonrenewable energy sources;
      d) renewable energy sources; and
      e) energy transformations.

6.3 **The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include**
      a) Earth's energy budget;
      b) the role of radiation and convection in the distribution of energy;
      c) the motion of the atmosphere and the oceans;
      d) cloud formation; and
      e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.

Matter
6.4 **The student will investigate and understand that all matter is made up of atoms. Key concepts include**
      a) atoms consist of particles, including electrons, protons, and neutrons;
      b) atoms of a particular element are alike but are different from atoms of other elements;
      c) elements may be represented by chemical symbols;
      d) two or more atoms interact to form new substances, which are held together by electrical forces (bonds);
      e) compounds may be represented by chemical formulas;
      f) chemical equations can be used to model chemical changes; and
      g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.

6.5 **The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include**
      a) water as the universal solvent;
      b) the properties of water in all three phases;
      c) the action of water in physical and chemical weathering;
      d) the ability of large bodies of water to store thermal energy and moderate climate;
      e) the importance of water for agriculture, power generation, and public health; and
      f) the importance of protecting and maintaining water resources.

6.6   The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include
 a) air as a mixture of gaseous elements and compounds;
 b) pressure, temperature, and humidity;
 c) atmospheric changes with altitude;
 d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;
 e) the relationship of atmospheric measures and weather conditions; and
 f) basic information from weather maps, including fronts, systems, and basic measurements.

Living Systems
6.7   The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
 a) the health of ecosystems and the abiotic factors of a watershed;
 b) the location and structure of Virginia's regional watershed systems;
 c) divides, tributaries, river systems, and river and stream processes;
 d) wetlands;
 e) estuaries;
 f) major conservation, health, and safety issues associated with watersheds; and
 g) water monitoring and analysis using field equipment including hand-held technology.

Interrelationships in Earth/Space Systems
6.8   The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include
 a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;
 b) relative size of and distance between planets;
 c) the role of gravity;
 d) revolution and rotation;
 e) the mechanics of day and night and the phases of the moon;
 f) the unique properties of Earth as a planet;
 g) the relationship of Earth's tilt and the seasons;
 h) the cause of tides; and
 i) the history and technology of space exploration.

Earth Resources
6.9   The student will investigate and understand public policy decisions relating to the environment. Key concepts include
 a) management of renewable resources;
 b) management of nonrenewable resources;
 c) the mitigation of land-use and environmental hazards through preventive measures; and
 d) cost/benefit tradeoffs in conservation policies.

LS.2   **The student will investigate and understand that all living things are composed of cells. Key concepts include**
- a)   cell structure and organelles;
- b)   similarities and differences between plant and animal cells;
- c)   development of cell theory; and
- d)   cell division.

L**S.3**   **The student will investigate and understand that living things show patterns of cellular organization. Key concepts include**
- a)   cells, tissues, organs, and systems; and
- b)   patterns of cellular organization and their relationship to life processes in living things.

LS.4   **The student will investigate and understand how organisms can be classified. Key concepts include**
- a)   the distinguishing characteristics of domains of organisms;
- b)   the distinguishing characteristics of kingdoms of organisms;
- c)   the distinguishing characteristics of major animal phyla and plant divisions; and
- d)   the characteristics that define a species.

LS.5   **The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include**
- a)   energy transfer between sunlight and chlorophyll;
- b)   transformation of water and carbon dioxide into sugar and oxygen; and
- c)   photosynthesis as the foundation of virtually all food webs.

LS.6   **The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include**
- a)   the carbon, water, and nitrogen cycles;
- b)   interactions resulting in a flow of energy and matter throughout the system;
- c)   complex relationships within terrestrial, freshwater, and marine ecosystems; and
- d)   energy flow in food webs and energy pyramids.

LS.7   **The student will investigate and understand that interactions exist among members of a population. Key concepts include**
- a)   competition, cooperation, social hierarchy, territorial imperative; and
- b)   influence of behavior on a population.

LS.8   **The student will investigate and understand interactions among populations in a biological community. Key concepts include**
- a)   the relationships among producers, consumers, and decomposers in food webs;
- b)   the relationship between predators and prey;

     c)   competition and cooperation;
     d)   symbiotic relationships; and
     e)   niches.

LS.9   **The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include**
     a)   differences between ecosystems and biomes;
     b)   characteristics of land, marine, and freshwater ecosystems; and
     c)   adaptations that enable organisms to survive within a specific ecosystem.

LS.10   **The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include**
     a)   phototropism, hibernation, and dormancy;
     b)   factors that increase or decrease population size; and
     c)   eutrophication, climate changes, and catastrophic disturbances.

LS.11   **The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include**
     a)   food production and harvest;
     b)   change in habitat size, quality, or structure;
     c)   change in species competition;
     d)   population disturbances and factors that threaten or enhance species survival; and
     e)   environmental issues.

LS.12   **The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include**
     a)   the structure and role of DNA;
     b)   the function of genes and chromosomes;
     c)   genotypes and phenotypes;
     d)   characteristics that can and cannot be inherited;
     e)   genetic engineering and its applications; and
     f)   historical contributions and significance of discoveries related to genetics.

LS.13   **The student will investigate and understand that populations of organisms change over time. Key concepts include**
     a)   the relationships of mutation, adaptation, natural selection, and extinction;
     b)   evidence of evolution of different species in the fossil record; and
     c)   how environmental influences, as well as genetic variation, can lead to diversity of organisms.

PS.2 **The student will investigate and understand the nature of matter. Key concepts include**
    a) the particle theory of matter;
    b) elements, compounds, mixtures, acids, bases, and salts;
    c) solids, liquids, and gases;
    d) physical properties;
    e) chemical properties; and characteristics of types of matter based on physical and chemical properties

PS.3 **The student will investigate and understand the modern and historical models of atomic structure. Key concepts include**
    a) the contributions of Dalton, Thomson, Rutherford, and Bohr in understanding the atom; and
    b) the modern model of atomic structure.

PS.4 **The student will investigate and understand the organization and use of the periodic table of elements to obtain information. Key concepts include**
    a) symbols, atomic numbers, atomic mass, chemical families (groups), and periods;
    b) classification of elements as metals, metalloids, and nonmetals; and
    c) formation of compounds through ionic and covalent bonding.

PS.5 **The student will investigate and understand changes in matter and the relationship of these changes to the Law of Conservation of Matter and Energy. Key concepts include**
    a) physical changes;
    b) chemical changes; and
    c) nuclear reactions.

PS.6 **The student will investigate and understand forms of energy and how energy is transferred and transformed. Key concepts include**
    a) potential and kinetic energy; and
    b) mechanical, chemical, electrical, thermal, radiant, and nuclear energy.

PS.7 **The student will investigate and understand temperature scales, heat, and thermal energy transfer. Key concepts include**
    a) Celsius and Kelvin temperature scales and absolute zero;
    b) phase change, freezing point, melting point, boiling point, vaporization, and condensation;
    c) conduction, convection, and radiation; and
    d) applications of thermal energy transfer.

PS.8 **The student will investigate and understand the characteristics of sound waves. Key concepts include**
    a) wavelength, frequency, speed, amplitude, rarefaction, and compression;
    b) resonance;
    c) the nature of compression waves; and technological applications of sound

PS.9 **The student will investigate and understand the characteristics of transverse waves. Key concepts include**
- a) wavelength, frequency, speed, amplitude, crest, and trough;
- b) the wave behavior of light;
- c) images formed by lenses and mirrors;
- d) the electromagnetic spectrum; and technological applications of light

PS.10 **The student will investigate and understand the scientific principles of work, force, and motion. Key concepts include**
- a) speed, velocity, and acceleration;
- b) Newton's laws of motion;
- c) work, force, mechanical advantage, efficiency, and power; and
- d) technological applications of work, force, and motion.

PS.11 **The student will investigate and understand basic principles of electricity and magnetism. Key concepts include**
- a) static electricity, current electricity, and circuits;
- b) relationship between a magnetic field and an electric current;
- c) electromagnets, motors, and generators and their uses; and
- d) conductors, semiconductors, and insulators.

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide Second Nine Weeks (Y1)

Week 1

- Review research topic
- Review nonfiction text features table of preface, contents, glossary, titles, index subheadings, text, photographs, illustrations, captions textbox, diagrams, maps, tables, timelines, bullets

- Generate questions: KWL
- Brainstorm ideas
- Present ideas

Week 2

- Prepositions
- Prepositional phrases
- Object of the preposition

- Chart story plot
- Collect science research

Week 3

- Conjunctions & interjections
- Chart story plot
- Create storyboard

- Writing check off form
- Rough draft

Week 4

- Rough draft
- Plot structure
- Sentence structure

- Verb tenses
- Scientific accuracy
- Spelling

Week 5

- First edit
- Plot structure
- Sentence structure

- Rewrite
- Subject-verb agreement

Week 6

- Rewrite
- Second edit

- Adjectives & adverbs
- Introduction to Pages

Week 7

- Pronoun & antecedents
- Final draft

- Format into Pages
- Create/find & insert images

Week 8

- Final draft
- Format into Pages

- Grammar review
- Create/find images & insert images

Week 9

- Projects due
- Unit Assessment

- Field trip to elementary to present

Course Overview: Third Nine Weeks (Y1)

Essential Questions

1. What makes an argument effective?
2. How does point of view affect an argument?
3. How does language support an argument?
4. How do you create an effective argument?
5. What is the purpose of the counter-argument?
6. What does effective communication look and sound like?
7. How does proper grammar support my argument and my writing?

Objectives

The students will use grade level language arts skills to research online informational text and analyzing text to create and support an argument with strong, factual evidence. By the end of this unit the student will be able to:

- create a split thesis
- read and comprehend informational text
- produce a response to literature
- create, support, and defend an argument
- argue against a counter-argument
- participate in a debate
- recognize and use various grammar functions and techniques

Students will also utilize the approved HCS writing process, including:

- utilize the T-Bar method
- construct a rough draft
- effectively edit a paper
- cultivate more formal vocabulary

Students will demonstrate learning through (assessment):

- debates
- written essay
- evidence gathering
- producing counter-arguments
- argument critiques
- unit assessment

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. **6.3 The student will understand the elements of media literacy.** a) Compare and contrast auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Craft and publish audience-specific media messages.	**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.** d) Identify and analyze figurative language. **6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. b) Use prior knowledge and build additional background knowledge as context for new learning. c) Identify questions to be answered. . . f) Differentiate between fact and opinion. g) Identify main idea. h) Summarize supporting details. j) Identify the author's organizational pattern. k) Identify cause and effect relationships.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. d) Use language and style appropriate to audience, topic, and purpose. **7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.	**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.** c) Identify and analyze figurative language. **7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. e) Differentiate between fact and opinion. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
8.3 The student will analyze, develop, and produce creative or informational media messages. c) Use media and visual literacy skills to create products that express new understandings.	**8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.** a) Identify and analyze an author's use of figurative language.

d) Evaluate sources for relationships between intent and factual content.	b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.** a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. . e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. .

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
6.7 The student will write narration, description, exposition, and persuasion. a) Identify audience and purpose. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement if appropriate. f) Write multi-paragraph compositions with elaboration and unity. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Revise sentences for clarity of content including specific vocabulary and information. j) Use computer technology to plan, draft, revise, edit, and publish writing. **6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use subject-verb agreement with intervening phrases and clauses. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Maintain consistent verb tense across paragraphs. e) Eliminate double negatives. f) Use quotation marks with dialogue. g) Choose adverbs to describe verbs, adjectives, and other adverbs. h) Use correct spelling for frequently used words.	**6.9 The student will find, evaluate, and select appropriate resources for a research product.** a) Collect information from multiple sources including online, print, and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources. .
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information.

e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	d) Cite primary and secondary sources.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Publish findings and respond to feedback.

with compound objects.	
d) Maintain consistent verb tense across paragraphs.	
e) Use comparative and superlative degrees in adverbs and adjectives.	
f) Use quotation marks with dialogue and direct quotations.	
g) Use correct spelling for frequently used words.	

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide Third Nine Weeks (Y1)

Week 1

• Persuasion vs. Argument • Identify & recognize persuasive/propaganda forms	• Analyze propaganda

Week 2

• Implicit & implied claims • Toulmin argument model • Rhetorical devices • Political ads/cartoons	• Logos • Pathos • Ethos

Week 3

• Parallel structure • Imagery • Figurative language	• Power of advertisements • Buying, spending, perception of gender/social norms • Parody/Satire

Week 4

• Mentor texts • I Have a Dream • Titanic political cartoon • Dr. Pepper commercial	• Debate topics • Claim • Counter claim • Evidence cards

Week 5

• Debate • Tone • Delivery	• Persuasive language • Cross examination

Week 6

• Research topics • Conduct research • Make a claim	• Counter-claim • Rebuttal • Split thesis statement

Week 7

• Hooks • Thesis • Finding Evidence	• Introductions • Supporting paragraphs

Week 8

• Supporting paragraphs • Conclusion	• APA format • Unit assessment

Week 9

• Completed project	•

Course Overview: Fourth Nine Weeks (Y1)

Essential Questions

1. What impact did the *Dred Scott* case and the Emancipation Proclamation have on the early struggle for civil rights?
2. Why did the Supreme Court interpret early civil rights laws and the 14th Amendment narrowly in the late 19th century?
3. What gains did the movement make in desegregating schools and public places in the mid-20th century?
4. What other goals did the civil rights movement strive for in the middle and late 1960s?
5. In what ways did the civil rights movement evolve in the late 1960s and early 1970s?
6. What over all impact did the civil rights movement have?
7. How did the women's movement impact the civil rights movement?
8. How did ideas about women's roles evolve throughout United States history, and what impact did these ideas have on women's involvement in society?
9. What were some different points of view regarding women's political involvement in the 19th and early 20th centuries?
10. How significant were the actions of individual women in the women's suffrage movement? Why did these women become involved?
11. What was the relationship between the women's rights movement and other social movements of the 19th and 20th centuries?
12. What lessons might we learn from the women's suffrage movement to help solve societal problems today and in the future?
13. Where does child labor exist?
14. What conditions have led to the existence of child labor?
15. What are some of the problems, risks, or dangers associated with child labor?
16. What measures have been taken to protect children from child labor in the United States?

Objectives

Students will develop a deep understanding of the continued fight for equal rights in the United States by participating in an in-depth study of the Civil Rights Movement, the Women's Suffrage Movement, and the onset of Child Labor Laws. By the completion of the this course the student will be able to:

- read and interpret primary source documents form the civil rights era
- locate key events of the civil rights movement on a timeline
- gather information from a film
- recognize that, in addition to movement leaders, everyday people participated in the freedom struggle
- assess how the civil rights movement changed the United States
- understand the philosophy of nonviolence
- explain why civil rights activist in the 1950/60s chose nonviolence as a way to attain equal rights
- identify and evaluate the efficacy of nonviolent strategies used by civil rights activist
- recognize patterns and generalize about violence against black Americans and the civil rights movement
- identify ways that equality still persists
- understand the societal role of women from 1840 to 1920 and reforms women wanted;
- describe and compare methods used by suffragists to pass the 19th amendment at the national level;

- compare and contrast the Civil Rights Movement to the Women's Suffrage Movement
- understand the importance of altering methods for achieving reforms in response to changing times and barriers; and
- compare the states' methods for achieving suffrage with the national methods; analyzing reasons for their differences.
- identify ways women still strive for equal treatment today
- interpret and synthesize primary and secondary sources to determine how and why women were successful in securing the right to vote.
- identify how the motivations and strategies for securing women's suffrage shifted across generations.
- explain the connection between abolitionism and women's rights.
- explain how the 15th Amendment supported both Child Labor Movement, the Civil Rights and the Women's Suffrage Movement
- explain how the Industrial Revolution led to both positive and negative changes in society
- recognize the dangers and safety issues a child faced working in a factory
- explain how the impact compulsory school laws had on factories, family incomes, schools, and the local/national economy
- identify change and continuity within the context of child labor throughout United States history
- identify and recognize the use of child labor internationally

Students will also utilize the approved HCS writing process, including:
- utilize the T-Bar method
- construct a rough draft
- effectively edit a paper
- cultivate more formal vocabulary
- cite sources

Students will demonstrate learning through (assessment):
- diary entries
- timeline
- create a podcast
- participate in a debate
- case briefings
- live action presentations
- create a book/comic
- APA formatted essay
- create living museum memorial

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. **6.3 The student will understand the elements of media literacy.** a) Compare and contrast auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Craft and publish audience-specific media messages.	**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.** d) Identify and analyze figurative language. **6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. b) Use prior knowledge and build additional background knowledge as context for new learning. c) Identify questions to be answered. . . f) Differentiate between fact and opinion. g) Identify main idea. h) Summarize supporting details. j) Identify the author's organizational pattern. k) Identify cause and effect relationships.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. d) Use language and style appropriate to audience, topic, and purpose. **7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.	**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.** c) Identify and analyze figurative language. **7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. e) Differentiate between fact and opinion. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
8.3 The student will analyze, develop, and produce creative or informational media messages. c) Use media and visual literacy skills to create products that express new understandings.	**8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.** a) Identify and analyze an author's use of figurative language.

d) Evaluate sources for relationships between intent and factual content.	b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.** a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. . e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. .

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
6.7 The student will write narration, description, exposition, and persuasion. a) Identify audience and purpose. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement if appropriate. f) Write multi-paragraph compositions with elaboration and unity. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Revise sentences for clarity of content including specific vocabulary and information. j) Use computer technology to plan, draft, revise, edit, and publish writing. **6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use subject-verb agreement with intervening phrases and clauses. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Maintain consistent verb tense across paragraphs. e) Eliminate double negatives. f) Use quotation marks with dialogue. g) Choose adverbs to describe verbs, adjectives, and other adverbs. h) Use correct spelling for frequently used words.	**6.9 The student will find, evaluate, and select appropriate resources for a research product.** a) Collect information from multiple sources including online, print, and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources. .
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information.

e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	d) Cite primary and secondary sources.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Publish findings and respond to feedback.

with compound objects.	
d) Maintain consistent verb tense across paragraphs.	
e) Use comparative and superlative degrees in adverbs and adjectives.	
f) Use quotation marks with dialogue and direct quotations.	
g) Use correct spelling for frequently used words.	

Virginia SOL Anchor Standards
United States History: 1865 to the Present

USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by

a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;

b) describing the impact of Reconstruction policies on the South and North; and

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

USII.4 The student will apply social science skills to understand how life changed after the Civil War by

c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;

d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and

e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of the organized labor, women's suffrage, and the temperance movement

USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by

a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;

USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by

c) explaining and evaluating the impact of the war on the home front

USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities

USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;

c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Fourth Nine Weeks Pacing Guide (Y1)

Week 1

- Dred Scott
- The Emancipation Proclamation
- The Civil War Amendments
- Jim Crow

- Plessy v. Ferguson
- FDR's New Deal
- WWII and the desegregation of the military
- The formation of the Klu Klux Klan

Week 2

- Brown v. Board of Education
- The Little Rock Nine
- Boycotting

- The Bombing of Birmingham
- Martin Luther King
- Philosophy of nonviolence

Week 3

- Emmett Till
- Greensboro sit-in
- Freedom Rides
- Selma
- JFK's Civil Rights Bill

- March on Washington
- Voting Rights Act
- Affirmative Action
- Civil Rights Act 1991
- The children's march

Week 4

- The Watts Riots
- Malcolm X
- The Black Panthers

- Swan Case
- De facto segregation
- Bakke Case

Week 5

- Women in colonial times
- Women in the American Revolution
- Women's education

- The Second Awakening & the Temperance Movement
- Women in the Anti-Slavery Movement
- The Seneca Falls Convention & the Declaration of Sentiments

Week 6

- Sojourner Truth
- Women & the Civil War
- The 14th & 15th Amendments
- 20th Century voices against women's rights
- 19 Amendment

- Women in WWII
- The Rise of the Feminist Movement
- The Equal Rights Amendment
- Pregnancy Discrimination Act of 1978

Week 7

- The Industrial Revolution
- Changing demographics and lifestyles
- The Factory Act
- Working conditions

- Fair pay
- Education
- Compulsory Education Act
- Sweatshops today

Week 8	
• Unit Project	•
Week 9	
• Unit assessment	• Projects due

YEAR 2 COURSE OVERVIEW

Course Overview: First Nine Weeks (Y2)

Essential Questions

1. How does what you read influence your writing?
2. How do you connect reading to your writing?
3. Do experiences in an author's life affect their writing?
4. Does having prior knowledge about an author's life affect a reader's understanding of the author?
5. What makes a text remain relevant through the ages?

Objectives

Students will use grade level language arts skills to develop a deep understanding for genre Gothic Literature through the study and analysis of Gothic literature, art, and film. By end of this unit the student should be able to:
*   explain the origin and purpose of the gothic genre
*   identify characteristics of the gothic genre
*   connect the life experiences of studied authors to their writings
*   analyze and interpret abstract art
*   identify and explain various forms of figurative language and poetic devices
*   identify various forms of poetry
*   identify internal and external rhyme
*   determine rhyme patterns within a poem
*   identify, analyze, and explain the three different forms of irony
*   analyze and identify the parts of a plot
*   analyze word choice, sentence structure, and symbolism and explain their meaning

Students will learn and utilize the approved HCS writing process, including:
*   utilizing the T-Bar method
*   construct a rough draft
*   effectively edit a paper

Students will demonstrate learning through (assessment):
*   gallery walk through assessment
*   film analysis
*   poetry writing
*   dramatic delivery presentation
*   artistic presentation
*   multimedia presentation
*   literary analysis

Virginia SOL Anchor Learning Standards
Language Arts

Communication	Media Literacy
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. c) Make statements to communicate agreement or tactful disagreement with others' ideas. d) Use language and style appropriate to audience, topic, and purpose. e) Use a variety of strategies to listen actively. **7.2 The student will identify and demonstrate the relationship between a speakers verbal and nonverbal message'** a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communications. c) Compare/contrast a speaker's verbal and nonverbal message.	**7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.
8.1 The student will use interviewing techniques to gain information. a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the interview. **8.2 The student will develop and deliver oral presentations in groups and individually**. a) Choose topic and purpose appropriate to the audience. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. c) Use appropriate verbal and nonverbal presentation skills. d) Respond to audience questions and comments.	**8.3 The student will analyze, develop, and produce creative or informational media messages.** c) Use media and visual literacy skills to create products that express new understandings. d) Evaluate sources for relationships between intent and factual content.

Virginia SOL Anchor Learning Standards
Language Arts

Reading	Writing
7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. **7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.** a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. b) Compare and contrast various forms and genres of fictional text. c) Identify conventional elements and characteristics of a variety of genres. d) Describe the impact of word choice, imagery, and literary devices including figurative language. e) Make, confirm, and revise predictions. f) Use prior and background knowledge as a context for new learning. g) Make inferences and draw conclusions based on the text. h) Identify the main idea. i) Summarize text relating supporting details. j) Identify the author's organizational pattern. k) Identify cause and effect relationships	**7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion**. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing.
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. a) Identify and analyze an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. e) Discriminate between connotative and denotative meanings and interpret the connotation. **The student will read and analyze a variety of fictional texts, narrative**	**8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational**. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. c) Distinguish between a thesis statement and a topic sentence. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. f) Use interview quotations as evidence. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing.

nonfiction, and poetry.	
a) Explain the use of symbols and figurative language.	
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	
d) Understand the author's use of conventional elements and characteristics within a variety of genres.	
e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	
f) Compare and contrast authors' styles.	
g) Identify and ask questions that clarify various viewpoints.	
h) Identify the main idea.	
i) Summarize text relating supporting details.	
j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	
k) Identify cause and effect relationships.	
l) Use prior and background knowledge as a context for new learning.	

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project

B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.

C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide First Nine Weeks (Y2)

Week 1

- Poetic devices
- Figurative language
- Irony

- Irony assessment
- Academic vocabulary quiz

Week 2

- Introduction to gothic art
- Research gothic artist
- Gallery walk-thru
- Gothic Architecture

- Research & compare/contrast cathedrals
- Build a human cathedral
- Gothic architecture reflection

Week 3

- Introduction to gothic literature
- Gothic elements in writing and film
- Alfred Hitchcock, Tim Burton, Bela Lugosi, Vincent Price
- Types of gothic heroes and villains

- The Monkey's Paw short story
- The Monkey's Paw short film
- The Legend of Sleepy Hollow short story
- The Legend of Sleepy Hollow short film
- Gothic film analysis

Week 4

- Edgar Allen Poe
- Research groups
- Multimedia presentations
- Ballads and narratives

- Annabel Lee
- Lines, stanza, couplets & epithets
- Poem on loss

Week 5

- The Raven
- The Bells
- The Tell-Tale Heart
- Black Cat
- Gothic elements
- Compare/contrast Poe's life to poems

- Poem meaning/translation
- Word meaning
- Symbolism
- Internal/Internal rhyme
- Rhyme scheme
- Gothic literature project

Week 6

- The Highway Man
- History of highwaymen
- Imagery
- Repetition

- Romanticism
- Plot analysis
- Gothic elements
- Artistic rendering/mimicking poem

Week 7

- Roald Dahl

- The Landlady

• Research groups • Multimedia presentations • Nonfiction reading	• Lamb to the Slaughter • Irony assessment • Gothic elements assessment
Week 8	
• Lore • Changelings/Fairies • Vampires • Werewolves • Haunted dolls	• Radio plays • The Hitchhiker Unit review • Unit assessment
Week 9	
• Projects due	

Course Overview: Second Nine Weeks (Y2)

Essential Questions

1. How can I prepare myself to follow my career choice?
2. How do my personal interests and abilities influence future career choices?
3. What factors should I consider when choosing a career?
4. What must I do in order to reach my career goals?
5. What social skills are needed for the work force?
6. What is the relationship between a level of education and career options?
7. How do lifestyle preference impact career selections?
8. How do educational requirements relate to career selections?
9. What is the relationship between personal choices and career options?

Objectives

Students will develop a basic understanding of their of post-secondary options in terms of career and college choices. Students will create an awareness of their interest and aptitude to help them created informed career decision and post secondary choices and well as understand the soft skills needed to gain and maintain employment. By the end of this unit the student will be able to:.
use a variety of resources for career search and employment information

- develop strategies to explore career options
- develop awareness of high school and postsecondary options
- investigate specific job descriptions
- explore entrepreneurial options and possibilities
- create a thesis statement
- read and comprehend informational text
- produce a response to literature
- have a sense of clarity for the future.
- have a greater knowledge of various aspects of a career choice.
- practice planning for future achievements.
- understand the development of a career plan that will assist in the transition from school to eventual entry into a career option of their choosing
- demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
- understand the relationship of personal choices to future career decisions
- learn techniques to assess personal strengths and weaknesses
- recognize relationships between home, school, and community to a career selection
- develop strategies for self-improvement
- identify career choices with geographic locations
- explain how resources impact lifestyle choices
- identify and describe various lifestyle characteristics

- understand the value and need for lifelong learning
- understand the importance of successful employment to the economy and individual
- understand and explore employment trends
- identify educational requirements for various careers
- examine positive and negative effects of career choices
- demonstrate appropriate social skills for the workplace

Students will also utilize the approved HCS writing process, including:
- utilize the T-Bar method
- construct a rough draft
- effectively edit a paper
- cultivate more formal vocabulary
- cite sources

Students will demonstrate learning through (assessment):
- creating a digital resume
- writing a cover letter
- create a podcast
- write a personal essay on their chosen career path
- create an action plan
- evaluation of personal goals
- interview process
- complete application to one of HCS academies
- create a vision board
- create a personal mission/vision statement

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. d) Use language and style appropriate to audience, topic, and purpose. **7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.	**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.** c) Identify and analyze figurative language. **7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. e) Differentiate between fact and opinion. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
8.3 The student will analyze, develop, and produce creative or informational media messages. c) Use media and visual literacy skills to create products that express new understandings. d) Evaluate sources for relationships between intent and factual content.	**8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.** a) Identify and analyze an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.** a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. . e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. .

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. d) Organize details to elaborate the central idea and provide unity.	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of texts.

e) Select specific vocabulary and information for audience and purpose. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct quotations. g) Use correct spelling for frequently used words.	c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Publish findings and respond to feedback.

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Architecture & Applied Arts Governor's STEM Academy

Academy programs provide academic and technical courses needed for successful transition to postsecondary education and careers in architecture, art, engineering, engineering technology, graphic arts, and marketing. Upon high school graduation, students will have STEM-related literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand careers in architecture and applied arts.

Academy Partners

ECPI University, Hampton University, JCPenney, Peninsula Council for Workforce Development, Peninsula Housing and Building Association, NASA Langley Research Center, New Horizons Regional Education Center, Newport News Shipbuilding, Q-Design, Signature Canvas, Thomas Nelson Community College, and Walsh Electric

Design and Construction Pathway: Students learn the principles of architectural drafting, design, and construction.

Courses include: *Construction Technology (8431), Architectural Drawing and Design (8437), Production Systems (8447), Materials and Processes (8433), Engineering Drawing (8436), Art History (9170),* as well as other electives

Examples of Career Pathways: *architects, architectural designers, building code inspectors/officials, building designers, civil engineers, cost estimators, drafters, environmental designers, environmental engineer/technicians, fire prevention/protection engineers, interior designers, landscape architects, materials engineers, urban planner/designers, safety directors, specification writers, structural engineers, surveying/mapping technicians,* and *surveyors*

Architectural Engineering Pathway: Students learn the concepts and principles of architectural engineering through a series of science, technology, engineering, and mathematics (STEM) based courses.

Courses include: *Technical Drawing/Design (8435), Engineering Drawing/Design (8436), Engineering Explorations (8450), Construction Technology (8431), Advanced Engineering Drawing/Design (8438), and Production Systems (8447),* as well as other electives

Examples of Career Pathways: *application engineers, architectural engineers, civil engineers, construction engineers, industrial engineers, CAD technicians, drafters, manufacturing engineer technicians, mechanical engineer technicians, mechanical engineers, survey technicians, systems engineer technicians, systems engineers, transportation engineer technicians* and *transportation engineers*

Graphic Design Pathway: Students learn how technology and traditional art forms can work together to create visually appealing and commercially effective pieces. They use a variety of graphic techniques and tools to develop promotional, marketing and packaging.

Courses include: *Art Foundations: Cultural Art Forms (9160), Art Foundations: 2-D Design (9120), Art Foundations: 3- D Design (9120), Computer Graphic Design (9181), Introduction to Marketing (8110), Sports and Entertainment Marketing (8175), 3D Computer Animation I (3180), Advanced Marketing (8130),* as well as other electives

Examples of Career Pathways: *advertisers, animators, cartoonists, designers, educators, fashion illustrators, interior designers, performance artists, photographers,*

and *web designers*

Fashion Design Pathway: Students learn the apparel and accessories industry through designing, constructing, and merchandising their own pieces. Students develop technical proficiencies of pattern-making, tailoring, industrial sewing, marketing, and other related skills.

Courses Include: *Introduction To Marketing (8110), Fashion Careers I (8280), Fashion Marketing (8140), Advanced Fashion Marketing (8145), Fashion Careers II (8281),* as well as other electives

Examples of Career Pathways: *administrative support representatives, customer services representatives, department managers, merchandise buyers, merchandise managers, operations managers, retail marketing managers, sales associates, stock clerks, store managers,* and *visual merchandise manager*

Governor's Health Science Academy

Academy programs provide academic and technical courses needed for successful transition to postsecondary education and careers in dentistry, medicine, nursing, biomedical technicians, and emergency medical technicians. Upon high school graduation, students will have health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand careers in health sciences.

Academy Partners

Hampton University, Riverside College of Health Careers, Sentara Healthcare, Thomas Nelson Community College, and ECPI University

Diagnostic Services Pathway: Students learn to use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.

Courses include: *Introduction to Health and Medical Sciences (8302), Medical Terminology (8383), Human Body Systems (8380),* as well as other electives

Examples of Career Pathways: *lab technicians, data entry clerks, quality assurance/quality control technicians, biochemists, microbiologists, research assistants* and *research scientists*

Therapeutic Services Pathway: Students learn to care and treat patients to improve their health by counseling patients and providing them the tools needed to live a healthier and problem-free lifestyle.

Courses include: *Introduction to Health and Medical Sciences (8302), Medical Terminology (8383),* as well as other electives

Examples of Career Pathways: *anesthesiologist assistants, athletic trainers, audiologists, certified nursing assistants, chiropractors, dental lab technicians, dentists, dieticians, emergency medical technicians, paramedics, home health aides, medical assistants, nurse practitioners, social workers, pharmacists, pharmacy technicians, physicians, psychologists,* and *veterinarians*

Biotechnology Research and Development Pathway: Students learn about the discovery of new treatments and medical technologies to improve human health and advance the overall health science field.

Courses include: *Medical Terminology (8383), Principles of Biomedical Sciences PLTW (8379), Human Body Systems PLTW (8380), Medical Intervention PLTW (8381),* as well as other electives

Examples of Career Pathways: *biomedical/clinical technicians, laboratory technicians, quality assurance/quality control technicians, nuclear medicine technologists, cell biology research assistants, research scientists,* and *biochemists*

Support Service Pathway: Students learn to assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.

Courses include: *Introduction to Health and Medical Sciences (8302, Medical Terminology (8383), Computer Information Systems (6612), Computer Information Systems - Advanced (6613), Accounting (6320), Accounting - Advanced (6321),* as well as other electives

Examples of Career Pathways: *central service managers, facilities managers, materials managers, medical records managers, insurance billing assistants, insurance billing managers, ward secretaries, environmental services technicians, environmental services managers* and *quality assurance/quality control technicians*

Health Informatics Pathway: Students learn to manage health care agencies by overseeing patient data, financial information, and technological applications to health care processes and procedures.

Courses include*: Introduction to Health and Medical Sciences (8302), Medical Terminology (8383), Computer Information Systems (6612), Programming (6640), Information Technology Fundamentals (6670), Computer Information Systems, Advanced (6613),* as well as other electives.

Examples of Career Pathways: *admitting clerks, health educators, health care administrators, medical assistants, medical billers, patient financial services administrators, risk managers,* and *medical information technologists*

Information Design and Engineering Academy (IDEA) STEM Academy

Information Design and Engineering Academy (IDEA) STEM Academy

Academy programs provide academic and technical courses needed for successful transition to postsecondary education and careers in engineering, engineer technologist, or engineering technician, programming and information technology, electronic media, and graphics design. Upon high school graduation, students will have high-tech engineering and manufacturing literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand careers in information design and engineering.

Academy Partners

ECPI University, Hampton University, Peninsula Council for Workforce Development, National Institute of Aerospace, New Horizons Regional Education Center, and Newport News Shipbuilding

Engineering and Manufacturing Pathway: Students learn the engineering design process and how technology is created. Students develop and design new products using industry-recognized design software, rapid prototyping, mechatronics, and robotics.

Courses include: *Introduction to Engineering Design PLTW (8439), Principles of Engineering PLTW (8441), Digital Electronics PLTW (8440), Computer Integrated Manufacturing PLTW (8842), Engineering Design and Development PLTW (8843), Engineering Drawing/Design (8436), Technology Drawing/Design (8435), Robotics I (8557), Robotics and Mechatronics (8558),* as well as other electives

Examples of Career Pathways: *aeronautical/aerospace engineers, application engineers, architectural engineers, automotive engineers, CAD technicians, computer/hardware engineers, drafters, electrical/electronic engineering technicians, geothermal engineers, industrial engineer technicians, industrial engineers, manufacturing engineer technicians, manufacturing engineers, marine engineers, metallurgists, product/process engineers, survey technicians, surveyors, systems engineers,* and *transportation engineers*

Programming and Cyber Security Pathway: Students learn to create a story line for a video game, how to create web page, basic animation techniques, and how a computer works.

Courses include: *IT Fundamentals (6670), Programming (6640), Design, Multimedia, and Web Technologies (6630), Computer Network Software Operations (6650), Computer Network Software Operations – Advanced (6651), Advanced Programming (6641),* as well as other electives

Examples of Career Pathways: *account managers, applications integrators, call center support representatives, data systems designers, database analysts, e-business specialists, help desk specialists, information systems architects, instructional designers, maintenance technicians, computer support specialists, computer systems coordinators, project support engineers, systems analysts, technical communicators,* and *testing engineers*

Video Media Production Pathway: Students learn design basics in photography, Photoshop, and video editing using industry-standard video and audio editing programs. Students learn basic writing, directing, acting, and editing of high definition camera work to create professional videos.

Courses include: *Communications Systems (8415), Imaging Technology (8455), Video and Media Technology (8497), 3D Computer Animation Level I (3180), 3D Computer Animation Level II (3181),* as well as other electives

Examples of Career Pathways: *audio system technicians, audio-video designers, audio-video engineers, audio-video system service technicians, technical computer support technicians, videographers, special effects animators, visual effects artists, video systems technicians, animators,* and *film editors*

Aerospace and Information Technology Academy

The Aerospace and Information Technology Academy

Academy programs provide the academic and technical courses needed for successful transition to postsecondary education and careers in business information management, aerospace, engineering design and solutions, information technology and services, and interactive media. Upon high school graduation, students will have high-tech engineering and literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand careers in aerospace and engineering.

Academy Partners

Hampton University, Langley Air Force Base, NASA Langley Research Center, National Institute of Aerospace, New Horizons Regional Educational Center, Newport News Shipbuilding, Northrop Grumman, Peninsula Council for Workforce Development, Thomas Nelson Community College, and Virginia Space Grant Consortium.

Aerospace Engineering Pathway: Students explore the evolution of flight, navigational control, and flight fundamentals; investigate aerospace materials, propulsion, space travel, and orbital mechanics.

Courses include: *Introduction to Engineering Design PLTW (8439), Principles of Engineering PLTW (8441), Digital Electronics PLTW (8440), Aerospace Engineering (8428), Senior Capstone Course: Engineering Design and Development (8443),* as well as other electives

Examples of Career Pathways: *airline pilots, copilots, flight engineers, air traffic controllers, transportation and distribution managers, cargo and freight agents, aircraft mechanics, aircraft service technicians, dispatchers, logisticians, supervisors of transportation operators, mobile heavy equipment mechanics, military enlisted personnel,* and *military officers*

Information Technology Pathway: Students develop computer programs, applications, and create web experiences.

Courses include: *Information Technology Fundamentals (6670), Computer Information Systems (6612), Computer Information Systems, Advanced (6613), Design, Multimedia, and Web Technologies (6630), Design, Multimedia, and Web Technologies Advanced (6631), Programming (6640), Computer Network Software Operations (6650), Computer Network Software Operations, Advanced (6651),* as well as other electives

Examples of Career Pathways: *software application developers, systems software developers, computer systems analysts, network and computer systems administrators, computer support specialists, computer programmers, database administrators, technical writers, computer and information research scientists, computer hardware engineers, multimedia artists* and *animators*

Business Information Management Pathway: Students learn the language of business and how to run a successful business or enterprise.

Courses include: *Accounting (6320), Accounting Advanced (6321), Information Technology Fundamentals (6670), Computer Information Systems (6612), Design, Multimedia, and Web Technologies (6630), Design, Multimedia, and Web Technologies Advanced (6631), Programming (6640), Business Virtual Enterprise (6135),* as well as other electives

Examples of Career Pathways: *management analysts, office clerks, general and operations managers, customer service representatives, bookkeeping clerks, administrative assistants, executive assistants, shipping/receiving and traffic clerks, training and development specialists, training and development managers,*

operations research analysts, administrative services managers, human resources assistants, human resource managers, payroll and timekeeping clerks, file clerks, compensation and job analysis specialists, and *procurement clerks*

Air Force JROTC: Students are trained in citizenship, community service, responsibility, character, and self-discipline, while learning Air Force and military fundamentals.

Courses include: *Air Force JROTC I, II, III, and IV, as well as other electives.*

Examples of Career Pathways: *airline pilots, copilots, flight engineers, air traffic controllers, foreign service, governance, national security, public management and administration, correction services, law enforcement services, military enlisted personnel,* and *military officers*

Second Nine Weeks Pacing Guide (Y2)

Week 1

- Introduction to mission/vision statement
- Goals vs. Wishes
- Create personal mission/vision statement

- Create personal lifelong goals
- Vision board
- How do we get there

Week 2

- History of women in the workplace
- Salary issues
- Equal Pay Act
- Traditional & nontraditional roles for women

- Pregnancy Discrimination Act of 1978
- Research female CEOs
- Business letter writing
- Invite local/regional female CEO to speak to class

Week 3

- The power of perception
- Criteria for appropriate dress (HCS dress code)
- Create appropriate behavior checklist (HCS code of conduct)
- Importance of personal budgets

- Budget scenarios
- Create a personal budget
- How banks work
- Check writing/balancing

Week 4

- Aptitude survey
- Introduction to academies
- Review academy requirements
- Review career paths to each academy
- Select an academy and career path

- Create interview questions
- Contact academy partner with academy and career path
- Conduct interview
- Findings essay

Week 5

- Begin research on chosen academy & career path
- Educational requirements
- What is the cost & degree requirements
- Training need
- Job requirements/responsibilities
- Average starting salary
- Mobility requirements

- Job availability in various geographical locations
- Job outlooks
- Education needed for advancement
- Costs & degree requirements
- Benefits of this career
- Career drawbacks
- Introduction to Podcasting

Week 6

- Research project on academy & career path

- Introduction to Podcasting

Week 7

- Personal essay for Academy application
- Complete academy application
- Affecting systems in which we live

- Property taxes
- Local economies
- Systems project

• School systems	
Week 8	
• Essays	• Application due
Week 9	
• Unit assessment	• Projects due

Course Overview: Third Nine Weeks (Y2)

Essential Questions

1. What makes persuasion powerful?
2. Why is it important to have strong evidence to make a logical, non-emotional argument?
3. Why is the vocabulary we use in an argument important?
4. What is propaganda and how is it used in politics, news, and advertising?
5. What are the various propaganda techniques and how do they affect the dissemination of information?
5. How do I identify different types of bias and propaganda?
6. How does marketing affect your decision-making?
7. How does your age make you a marketing target?
8. What makes an effective commercial?

Objectives

The students will use grade level language arts skills to research online informational text and analyzing text to create and support an argument with strong, factual evidence. In addition, students will develop self –awareness and self-esteem through the analysis of propaganda and advertments, and participation in classroom debates. By the end of this unit the student will be able to:

- differentiate between primary and secondary sources
- differentiate fact from fiction
- identify and explain the various forms of propaganda
- identify and explain logical fallacies
- explain the power of vocabulary
- explain the purpose of a thesis statement and construct a three point thesis
- create a introductory hook
- craft an effective concluding paragraph
- support an argument with solid evidence
- properly format an APA research paper
- cite sources within a text
- create a properly formatted reference page
- identify the purpose of persuasive techniques in advertising
- explain how targeting works in advertisements
- explain targeting techniques used in marketing
- read and explain persuasive techniques in reading

Students will also learn and utilize the approved HCS writing process, including:

- utilizing the T-Bar method
- construct a rough draft

- effectively edit a paper
- cultivate a more formal vocabulary

Students will demonstrate learning through (assessment):
- properly formatted argumentative APA paper
- create a propaganda poster
- write a advertisement script
- create a commercial

Virginia SOL Anchor Learning Standards
Language Arts

Communication/ Media Literacy	Reading
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. d) Use language and style appropriate to audience, topic, and purpose. **7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.	**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.** c) Identify and analyze figurative language. **7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.** a) Use prior and background knowledge as a context for new learning. b) Use text structures to aid comprehension. e) Differentiate between fact and opinion. g) Describe how word choice and language structure convey an author's viewpoint. h) Identify the main idea. i) Summarize text identifying supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written formats.
8.3 The student will analyze, develop, and produce creative or informational media messages. c) Use media and visual literacy skills to create products that express new understandings. d) Evaluate sources for relationships between intent and factual content.	**8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.** a) Identify and analyze an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.** a) Draw on background knowledge and knowledge of text structure to understand selections. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Analyze the author's qualifications, viewpoint, and impact. . e) Analyze details for relevance and accuracy. f) Differentiate between fact and opinion. g) Identify the main idea. h) Summarize the text identifying supporting details. i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. .

Virginia SOL Anchor Learning Standards
Language Arts

Writing	Research
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing. **7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing**. a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Choose appropriate adjectives and adverbs to enhance writing. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency and point of view. f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. g) Use quotation marks with dialogue. h) Use correct spelling for commonly used words.	**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and organize information from multiple sources including online, print and media. b) Evaluate the validity and authenticity of sources. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Cite primary and secondary sources.
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas.	**8.9 The student will apply knowledge of appropriate reference materials to produce a research product.** a) Collect and synthesize information from multiple sources including online, print and media.

d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing. **8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.** a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct quotations. g) Use correct spelling for frequently used words.	b) Evaluate the validity and authenticity of texts. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Publish findings and respond to feedback.

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project
B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.
C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide Third Nine Weeks (Y2)

Week 1

- Persuasion vs. Argument
- Logos
- Pathos
- Ethos
- Implicit & implied claims

- Toulmin argument model
- Establish argument/counter argument
- Split thesis
- Conduct research

Week 2

- Types of sentences
- Hooks
- Introduction

- Subject-verb agreement
- In-text citations
- APA formatting

Week 3

- Supporting paragraphs
- In-text citations
- Conclusions
- Prepositions

- Prepositional phrases
- Objects of the preposition
- APA formatting

Week 4

- Adjectives/adjective phrases
- Adverbs
- Persuasive/propaganda forms
- Analyze propaganda techniques

- Propaganda in politics
- Propaganda in WWII
- Identify forms of propaganda
- Create propaganda poster

Week 5

- Marketing 101
- Power of advertisements
- Advertisement analysis

- Marketing targets
- Mentor texts
- Buying, spending, perception of gender/social norms

Week 6

- Script writing

- Create an advertisement

Week 7

- Introduction to debate
- Qualities of a good debater
- Argument/Claim
- Counter argument/counter claim

- Resolution
- Warrant
- Impact

Week 8	
• Credible sources • Strong/weak Evidence • Citation	• Effective note taking • Flowing • Tone
Week 9	
• Debates	• Grammar assessment

Course Overview: Fourth Nine Weeks (Y2)

1. How does scarcity influence all economic decisions?
2. How do the fundamental question of economics help us understand the world of economics?
3. Why and how did the United States become a "mixed economy?"
4. What are the advantages and disadvantages of the market system?
5. What is the argument in favor of regulation? What is the argument against regulation?
6. Why does demand tend to be price sensitive?
7. How do factors others than price influence demand?
8. Why is supply attracted by higher prices/
9. How do the forces of supply and demand influence prices, wages, and even college admissions?
10. How is price usually regulated in a Free Market economy?
11. Why is the system both desirable and undesirable to business? To consumers?
12. how have the most recent chairmen of the Federal Reserve affected both the national and global economy?
13. Why has the corporate form of business structure become dominant?
14. Why have the majority of jobs shifted in the last 60 or so years?
15. Why have unions declined in size and influence in the last 60 or so years?
16. What are the consequences of labor's declining influence for the American work?
17. What is the purpose of taxes and how do they work?
18. What are benefits of owning a home? Renting? What are the drawbacks?
19. What is credit? How do we establish it? How can a credit score impact your life?
20. What impact does a global economy have you and your offspring?

Objectives

Students will explore the general scope of economics and personal finance. Students will develop an understanding of the American enterprise system including such concepts as supply and demand, labor and industry, government fiscal policies, finance and investment, the role of the consumer, global trade, and budgeting. Students will learn the impact of people's choices on American and global economies. By the end of this unit students will be able to:

- define and explain economic vocabulary
- explain how scarcity affects the availability of goods
- define and apply the Fundamental Questions of Economies
- identify the Factors of Production
- explain how Macroeconomics changes economies
- explain Mixed Economies and how they work
- analyze the Circular Flow of economies
- explain the benefits and drawbacks of regulations
- define the differences between stocks and bonds

- explain the NASDAQ and the NYSE
- articulate how the stock market impacts the economy
- explain and demonstrate the law of Supply and Demand
- identify factors that influence shifts in supply
- articular how consumers are impacted by price changes
- understand and explain the purpose of the SEC
- glean the Federal Reserve Bank historical background
- compare and contrast the tax structure for businesses and individuals
- explain how the labor market impacts non-market forces
- explain how unemployment rates affect the economy
- identify the four basic occupation types in the US, explain how and why it has shifted, and the impact it has had on the US economy
- analyze and explain the purpose of NAFTA and the WTO
- analyze how global economics has had a cultural and environmental impact on the U.S.
- explain how government regulation impact the behavior of both consumers and businesses
- explain how the credit systems works and why credit is required
- understand the impact of a credit report
- analyze the difference between wealth and savings
- explain the impact of inflation on the consumer
- explain the risk associated with different kinds of investments
- analyze the housing bubble and articulate why and how it happened
- develop the ability to read and understand a bank statement
- explain the purpose of taxes and articulate their usages in real life context
- explain the spirit of entrepreneurship and how it positively impacts the economy
- read and explain a W2
- balance a check book
- explain and demonstrate how interest rates (APR) work
- explain the cost analysis between renting and owning

Students will learn and utilize the approved HCS writing process, including:
- utilizing the T-Bar method
- construct a rough draft
- effectively edit a paper
- cultivate a more formal vocabulary

Students will demonstrate learning through (assessment):
- unit assessments

- scarcity and opportunity cost activity
- participants and marginal analysis activity
- economic systems activity
- production possibilities activity
- production possibilities curves activity
- comparative advantage and trade activity
- stock market simulation
- the circular flow model activity
- develop a business plan
- APA formatted paper
- multimedia project

Virginia SOL Anchor Learning Standards
Language Arts

Communication	Media Literacy
6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. b) Evaluate own contributions to discussions. c) Summarize and evaluate group activities. d) Analyze the effectiveness of participant interactions. **6.2 The student will present, listen critically, and express opinions in oral presentations**. . e) Use language and vocabulary appropriate to audience, topic, and purpose.	**6.3 The student will understand the elements of media literacy.** a) Compare and contrast auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Craft and publish audience-specific media messages.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a) Communicate ideas and information orally in an organized and succinct manner. b) Ask probing questions to seek elaboration and clarification of ideas. c) Make statements to communicate agreement or tactful disagreement with others' ideas. d) Use language and style appropriate to audience, topic, and purpose. e) Use a variety of strategies to listen actively. **7.2 The student will identify and demonstrate the relationship between a speakers verbal and nonverbal message'** a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communications. c) Compare/contrast a speaker's verbal and nonverbal message.	**7.3 The student will understand the elements of media literacy.** . b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice and visual images convey a viewpoint. d) Compare and contrast the techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.
8.1 The student will use interviewing techniques to gain information. a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the interview. **8.2 The student will develop and deliver oral presentations in groups and individually**. a) Choose topic and purpose appropriate to the audience. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.	**8.3 The student will analyze, develop, and produce creative or informational media messages.** c) Use media and visual literacy skills to create products that express new understandings. d) Evaluate sources for relationships between intent and factual content.

| c) Use appropriate verbal and nonverbal presentation skills.
d) Respond to audience questions and comments. | |

Virginia SOL Anchor Learning Standards
Language Arts

Reading	Writing
6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d) Identify and analyze figurative language. **6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.** a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Make, confirm, and revise predictions. c) Describe how word choice and imagery contribute to the meaning of a text. d) Describe cause and effect relationships and their impact on plot. e) Use prior and background knowledge as context for new learning. f) Use information in the text to draw conclusions and make inferences. g) Explain how character and plot development are used in a selection to support a central conflict or story line. h) Identify the main idea. i) Identify and summarize supporting details. j) Identify and analyze the author's use of figurative language. k) Identify transitional words and phrases that signal an author's organizational pattern.	**6.7 The student will write narration, description, exposition, and persuasion.** a) Identify audience and purpose. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement if appropriate. f) Write multi-paragraph compositions with elaboration and unity. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i) Revise sentences for clarity of content including specific vocabulary and information. j) Use computer technology to plan, draft, revise, edit, and publish writing.
7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. **7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.** a) Describe the elements of narrative structure including setting, character	**7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.** a) Identify intended audience. b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. c) Organize writing structure to fit mode or topic. d) Establish a central idea and organization. e) Compose a topic sentence or thesis statement. f) Write multi-paragraph compositions with unity elaborating the central idea. g) Select vocabulary and information to enhance the central idea, tone, and voice. h) Expand and embed ideas by using modifiers, standard coordination, and

development, plot structure, theme, and conflict. b) Compare and contrast various forms and genres of fictional text. c) Identify conventional elements and characteristics of a variety of genres. d) Describe the impact of word choice, imagery, and literary devices including figurative language. e) Make, confirm, and revise predictions. f) Use prior and background knowledge as a context for new learning. g) Make inferences and draw conclusions based on the text. h) Identify the main idea. i) Summarize text relating supporting details. j) Identify the author's organizational pattern. k) Identify cause and effect relationships	subordination in complete sentences. i) Use clauses and phrases for sentence variety. j) Revise sentences for clarity of content including specific vocabulary and information. k) Use computer technology to plan, draft, revise, edit, and publish writing.
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. a) Identify and analyze an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. e) Discriminate between connotative and denotative meanings and interpret the connotation. **The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry**. a) Explain the use of symbols and figurative language. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. d) Understand the author's use of conventional elements and characteristics within a variety of genres. e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. f) Compare and contrast authors' styles. g) Identify and ask questions that clarify various viewpoints. h) Identify the main idea. i) Summarize text relating supporting details. j) Identify an author's organizational pattern using textual clues, such as	**8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational**. a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas. c) Distinguish between a thesis statement and a topic sentence. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose. f) Use interview quotations as evidence. g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. h) Use computer technology to plan, draft, revise, edit, and publish writing.

transitional words and phrases.	
k) Identify cause and effect relationships.	
l) Use prior and background knowledge as a context for new learning.	

Virginia SOL Anchor Learning Standards
Civics & Economics

CE.11   The student will demonstrate knowledge of how economic decisions are made in the marketplace by
a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
b) comparing the differences among traditional, free market, command, and mixed economies;
c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

CE.12   The student will demonstrate knowledge of the structure and operation of the United States economy by
a) describing the types of business organizations and the role of entrepreneurship;
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
c) explaining how financial institutions channel funds from savers to borrowers;
d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

CE.13   The student will demonstrate knowledge of the role of government in the United States economy by
a) examining competition in the marketplace;
b) explaining how government provides certain goods and services;
c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
d) explaining how the Federal Reserve System acts as the nation's central bank;
e) describing the protection of consumer rights and property rights;
f) recognizing that government creates currency and coins and that there are additional forms of money.

CE.14   The student will demonstrate knowledge of personal finance and career opportunities by
a) identifying talents, interests, and aspirations that influence career choice;
b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
d) examining the impact of technological change and globalization on career opportunities;
e) describing the importance of education to lifelong personal finances;
f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Virginia SOL Anchor Learning Standards
Computer & Technology

Basic Operations and Concepts

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
A. Use various types of technology devices to perform learning tasks.
- Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.
A. Identify the specific uses for various types of technology and digital resources.
- Select and use local, network, and Internet resources and tools.
B. Use content-specific tools, software, and simulations to complete projects.
- Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image-processing applications, and history timeline applications.

Social and Ethical Issues

C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
A. Demonstrate knowledge of basic practices related to online safety.
- Use best practices for online safety as defined by the division's online safety program.
- Apply the division's acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
A. Demonstrate an understanding of "fair use."
- Apply knowledge of copyright and "fair use" when developing presentations, products, and papers.
B. Demonstrate an understanding of current copyright laws.
- Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well being.
B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve others working together toward a common goal.
- Demonstrate the ability to identify diverse perspectives on issues.

Technology Research Tools

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
A. Use various technology and digital resources to collect information.
- Conduct research using various types of text- and media-based information.
B. Use search strategies to retrieve information.
- Apply effective search strategies that will yield targeted information.
- Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
A. Use digital research to support written and oral presentations.
- Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Determine when further research is needed based on original search results and first drafts.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- Apply strategies that help avoid plagiarism when clipping and storing digital notes.
C. Interpret digital primary sources within historical and contemporary contexts.
- Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
- Use a variety of strategies to evaluate the accuracy of digital resources.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.
A. Employ technology in developing strategies for solving problems.
- Identify and use technology resources and tools that can help with problem solving.
- Use a variety of technologies to identify and provide possible solutions to real-world problems
B. Select resources that extend one's own capability to solve problems and make informed decision.
- Understand how certain technologies can extend human capabilities to understand complex situations

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

A. Use digital resources to assist with project planning.
- Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.
- Use productivity tools to assist in tracking and meeting goals.

Technology Communication Tools

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Choose the appropriate tool, format, and style to communicate information for specific purposes.
- Independently use technology tools to create and communicate for individual and/or collaborative project

B. Add meaning to individual and group ideas and products through creative work.
- Use digital resources and technology to enhance original oral and written presentations.

C. Produce resources in a variety of formats.
- Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Pacing Guide Fourth Nine Weeks (Y2)

Week 1

- How economist think
- Economic systems
- Scarcity

- How markets work
- Market structures

Week 2

- The Government and economics
- Supply & demand

- Learning, earning, saving

Week 3

- Trade
- How government helps the economy
- Global trading

- Macroeconomics
- Human capital

Week 4

- Monetary & fiscal policy
- Sources of Capital

- Business organizations
- Growth & entrepeneurship

Week 5

- Money, Banking, Federal Reserve
- Inflation

- GPD
- How government is financed

Week 6

- Wages, W4, & W2s
- Cash & checking

- Budgeting
- Saving

Week 7

- Investing in the market
- Saving for retirement

- Credit Cards
- Credit reports

Week 8

- Payday loans
- Old v. New
- Marriage/Divorce

- Children
- Saving for college

Week 9

- Projects due

- Unit assessment

Reference:

7th Grade Essential Questions (nd). Retrieved from: https://www.phsd144.net/cms/lib3/IL01001725/Centricity/Domain/23/ELA%20%20-

%20%207th%20Grade%20%20-%20%20Curriculum%20Map%20Essential%20Questions%20Chart.pdf

Argument Unit Scope. (nd). Retrieved from: http://jsherburn.weebly.com/uploads/1/8/7/2/18727924/argument_unit_scope.pdf

Bloom's Taxonomy Verbs (2016). Retrieved from: https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/

Burton, L. (nd). Big, Hairy, Audacious Goals. Retrieved from:

https://webcache.googleusercontent.com/search?q=cache:OhJoCZ_QwGYJ:https://wvde.state.wv.us/counselors/links/advisors/documents/Lesson8.11_000.doc+&cd

=1&hl=en&ct=clnk&gl=us

Byrd, R. (nd). Childhood lost: Child labor in the United States. Retrieved from: http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--

Child_Labor_in_the_United_States.pdf

Career Development & Occupational Studies. (nd). Retrieved from: http://www.p12.nysed.gov/cte/cdlearn/documents/CDOS-Inter-CareerandUniversal.pdf

Children's Picture Book Project. (2017). Retrieved from : http://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project-

1022.html

Balmer, S., Coffey, J., Collins, E., Gordonson, K., Hutchinson, M, Willis, A. (2008). The Civil Rights Movement. Retrieved from:

http://www.socialstudies.com/pdf/ZP397sample_CivilRightsMovementTG.pdf

Butler, K., Sellers, D., Bohlen, M., Barfield, V, Smargosrinky, P. (2005). Persuasive Writing Unit. Retrieved from:

http://smago.coe.uga.edu/Writing_Units/Barfield_Bohlen_Butler_Sellers.pdf

Developing Evidence Based Arguments From Texts. (2017). Retrieved from: http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html

Economics. (nd) Retrieved from: http://www.siprep.org/uploaded/ProfessionalDevelopment/WASC/Curriculum/SS_Econ.pdf

Grab and Go Debate Unit. (nd). Retrieved from: http://www.saskdebate.com/media/3101/grab%20and%20go%20debate%20unit.pdf

Houston Urban Debate League. (nd). Retrieved from:

http://webcache.googleusercontent.com/search?q=cache:ga0kcKItBpYJ:houstonurbandebateleague.org/wp-content/themes/u-design/media/LessonPlan-ClassroomDebateExercise.doc+&cd=12&hl=en&ct=clnk&gl=us&client=safari

Jaroszeki, D. (nd). Women's Suffrage. Retrieved from: https://www.polk-fl.net/staff/teachers/tah/documents/Suffragists.pdf

Jefferson County Public Schools.(1993). Teaching persuasive reading and writing. Retrieved from:

http://www.teachingandlearningnetwork.com/uploads/1/2/7/6/12764277/hs_persuareadwrite_sample_lessons.pdf

K12 Social Studies Enduring Understand and Essential Questions. (2007). Retrieved from:

https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&_EQs.pdf

Levels of Thinking in Bloom's Taxonomy & Webb's Depth of Knowledge (nd). Retrieved from:

https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/DOK-Compared-to-Blooms-Taxonomy.pdf.aspx

Madsen-Brooks, L. (2017). Women's Suffrage. Retrieved from: http://lesliemadsenbrooks.com/suffrage/

Middle School Stylebook (nd). Retrieved from: http://www.hcpss.org/f/newlanguages/docs/stylebook_middleschool.pdf

National Visionary Leadership. (nd). Retrieved from: http://www.visionaryproject.org/teacher/pdfs/CIVIL_RIGHTS_Unit_Lesson1.pdf

Powell, R. & Hasuly – Ackman, D. (2012). Economics and personal finance curriculum. Retrieved from: https://www.apsva.us/wp-content/uploads/legacy_assets/www/b4b4d71a7d-EPF_Curriculum_Guide.pdf

Public Forum Debate Lesson Plans. (nd). National Debate and Speech Association. Retrieved from: https://www.speechanddebate.org/wp-content/uploads/Public-Forum-Debate-Lesson-Plans.pdf

Revised Bloom's Taxonomy Verbs (nd). Retrieved from: http://www.phf.org/events/Documents/QCC_Blooms_Taxonomy_Action_Verbs.pdf

Teacher's Guide to Introducing Debate in the Classroom. (nd). Retrieved from: http://csdf-fcde.ca/UserFiles/File/resources/teacher_debate_guide.pdf

The Academies at Hampton. (2017). Hampton City Schools. Retrieved from: https://www.hampton.k12.va.us/schools/academies/17-18InformationPacket.pdf

The Essential Questions Handbook: https://www.bcps.org/offices/lis/ebooks/Essential_Questions_Handbook.pdf

Santa Ana United School District. (2011). Writing Notebook Persuasive Writing. Retrieved from: https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/Grade%209%20Persuasive.pdf

Sullivan, M. 92015). World Language Children's Books. Retrieved from: https://studentreasures.com/wp-content/uploads/2016/04/Childrens-Books-Lesson-Plans.pdf

Vision Board Project. (nd). Retrieved from: https://webcache.googleusercontent.com/search?q=cache:Po-OEb4Pm3EJ:https://mryoungspace.wikispaces.com/file/view/Vision%2BBoard%2BProject.docx+&cd=7&hl=en&ct=clnk&gl=us

Weiss, J. (nd). A time for justice. Retrieved from:

https://www.tolerance.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf

Young, J. (2014). Innocence lost: A child at work during the industrial revolution. Retrieved from: http://tpscongress.org/uploads/Innocence%20Lost_up5398b82ae2ff7.pdf